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HAPPY VACATION

This is the last issue of THE CATHOLIC SCHOOL JOURNAL for the school year 1944-45. Sincerely we wish you a happy vacation. When the September issue comes late in August to remind you that the new school year is just around the corner, we hope that you will return to your duties rested and renewed in spirit. Even summer-school study or vacation-school teaching will be a welcome change to you now.

A Reminder

The man who said that we need to be reminded more than to be taught deserves the eternal gratitude of official and voluntary advisers. His maxim is our warrant for suggesting again that you put your school in order before you lock the doors. See that books and supplies for September are ordered; arrange for a thorough cleaning of your building and for necessary repairs. Then you can enjoy your fishing trip.

Vacation School

The author of the story of St. Peter in verse, on page 161, suggests that the poem be used in vacation-school classes. The same suggestion may be made for *Tekakwitha*, page 156, and several other articles in this June issue.

Good-by till September.



use Compton's FACT-INDEX



Everybody needs exact facts in these days of rapid change and swiftly moving events—the need may spring from an item in the news, the mention of an out-of-the-way place in the world, a “quiz” question, or a knotty school problem—whatever it is, a source of quick, accurate information saves time, clears doubts, and aids efficiency.

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The CATHOLIC SCHOOL JOURNAL

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The Church Speaks to Her Youth

*Sister M. Salome, O.S.U. **

THE CATHOLIC Church offers a real, satisfying solution to the problems of the adolescent. She has her commission from Christ to be teacher, admonisher, guide, and rescuer not only for youth but for parents and teachers as well. That our statement may be proved more effectively, we shall consider first what is meant by the term adolescent and whether or not there are problems to be solved by him and by his parents and teachers.

The term adolescence is derived from the Latin *adolescens*, present participle of *adolescere*—to grow up. It is true that an individual is growing up from infancy, because from that time there is constant development, therefore growth. But the term adolescence has been applied specifically to the process of growing up from childhood to womanhood or manhood.

Although roughly the time corresponds to the "teen" age, and therefore takes in the four years of high school, it usually begins with the last two years of elementary school and continues throughout the first two years of college. Because the development continues for so long, and consequently affects so varied a group, many psychologists divide the period into three stages; early, middle, and late adolescence. Others find it less confusing to divide it into only two parts, early and late adolescence.¹ Whatever the divisions, there is no distinct line of demarcation. It is even a difficult matter to segregate entirely the whole period of adolescence: first, because it comes on so gradually; and second, because its onset varies in time and degree not only with sexes, with races, and with peoples, but also with individuals of the same sex, race, and people.² In fact, no two individuals develop in exactly the same way.

However, this transition from childhood to adulthood has always been considered a significant period. In our own day, much time and thought is given to the facts of pubescence and adolescence, and even primitive

peoples "definitely recognized these periods."³ They sponsored elaborate ceremonies to impress youth of their day with the importance of their approaching maturity.⁴

Since the term adolescence has been applied to a particular period of "growing up," it must be characterized in some way to distinguish it from the entire life process which is a process of "growing up." And it is well known not only from observation, but also from study and experimentation that radical changes—physical, mental, emotional—due to the functioning of gonads both as reproductive and as endocrine glands, are the distinguishing mark.⁵

It is not uncommon to find the child of yesterday suddenly shoot up to a new height of several added inches; to find the bones of his legs, arms, feet, and hands increase in length and thickness; and, in time, his face to take on a new expression—a suggestion of maturity.

At this time the high-pitched voice of the child drops as much as an octave. But this change is not so immediately permanent as many of the others that take place, particularly in the boy, because the rapid growth of the larynx and the lengthening of vocal cords bring about a difficulty in voice control which takes about two years to accomplish. Not only are these external changes taking place, but all the anatomical systems—circulatory, nervous, and reproductive—are undergoing marked development and growth.

A Time of Stress

It follows from these bodily changes that the sensory life of the adolescent must be deeper and wider than that of the child because the organs of sense are a part of that physical growth and development. And if the sensory life broadens, the mental and emotional life of youth must, in consequence, show some marked forward move. For, Father McCarthy says, "The union between the soul and the body is so constant and intrinsic that the body is an essential, practical factor in

the education of the mind, while the mind most emphatically, and sometimes curiously, influences that development of the body."⁶ And this union is even closer during adolescence than at any other time because of so rapid a development in both the physical and mental powers.

In consequence of these facts, those primary functions of life which have been active from birth are broadening their activities, therefore bringing new experiences into the life of the individual, but one of these fundamental actions, namely, the power of self-reproduction, is now just beginning to operate. Up to this point, the child may have become aware of this fact of life in reference to someone else, but now he knows it as a part of himself, therefore he must adapt himself to a new phase of living with all its complexities.

During childhood little thought is given to anything or anybody except in so far as it satisfies a childish desire, but with the increased development of all the powers of body and soul, there comes an awareness of persons and things and of self in relation to them. The maturing youth must begin to move out from his cloistered surroundings of parental care into a world of indifference. And, in this progressive twentieth century, into a rapidly moving world whose activities are based in a great measure upon the shifting principles of materialistic paganism. He must learn to take his place in this turbulent stream of progress without being swept aside and carried off by the undercurrent.

Faced by multifarious physical and emotional reactions to these internal and external changes, youth is thrown into a state of mental confusion by his inner conflicts and is threatened with complete subversion if not guided by experienced and mature counselors.

Parents and teachers now prudently and sympathetically offer the benefit of their experimental knowledge and their mature judgment, but disconcerted youth does not recognize the necessity of this timely act. So true is this statement that doctors and psy-

*Ursuline College, 3107 Lexington Road, Louisville, Ky.

¹Raphael C. McCarthy, S.J., *Training the Adolescent*, p. 5.

²*Ibid.*, pp. 3-4.

³William S. Sadler, M.D., *Piloting Modern Youth*, p. 29.

⁴*Ibid.*, pp. ix, 29.

⁵McCarthy, *op. cit.*, p. 6.

⁶*Ibid.*, p. 32.

chiatrists are frequently approached by parents distressed over the sudden obstinacy of a youthful son or daughter. Likewise, do they hear from boys and girls the sad complaint that they are no longer able to get along with their parents.' Daily papers record frequent incidents of youthful runaways. Juvenile courts and detention homes are filled with delinquents.

This group is by far too large, but God did not will that mankind should perish in its youth. He had a greater purpose in view when He planned the adolescent stage in the life of His favored creatures. For, not only is this a time of restlessness and temporary abandonment of good for some, but also a period of rapid strides in sanctity, in youthful intellectual achievement, and in perfection of mature physique for the majority.

Help from Heaven

Far outnumbering the delinquents is the throng of adolescents who have learned from childhood to look to their parents and teachers for help so that in the critical period of their lives they are still able to recognize the guiding hand.

Christ said, "Suffer children to come to Me and forbid them not, for of such is the Kingdom of Heaven."¹ And then He placed His hands upon their heads and blessed them. In this first blessing of the little ones, He was preparing them for their future life. In His Church He continues His blessings and guidance. This divinely instituted organization reaches out with the saving waters of Baptism far in advance of the critical period of adolescence. Through the sacrament of matrimony, it enjoins on parents the sacred duty toward their children, and in turn reiterates God's command to children to respect and honor their parents.² It provides for the education and training of religious teachers, who establish in the minds of these boys and girls, made docile by Christ Himself, a sense of values that will enable them to choose good and avoid evil.

This "sense of values" is the heart of Christ's doctrine: "Our hearts were made for Thee, O Lord, and they will not rest until they rest in Thee."³ Yes, each youthful ward of this most perfect guide learns that he was created by God to know Him, to love Him, and to serve Him, and to be happy with Him for all eternity; that all other creatures are to be used by him only in so far as they help him to accomplish this end. Thus the Church teaches.

But with constant shifting of principles in this rapidly moving society, new questions arise, new dangers present themselves. The Church is ever at hand with her admonitions. Her warnings against indecent pictures and insidious printed matter saves youth from the disastrous undercurrent of immorality; her list of forbidden books steers them clear of an undermined faith. Youth needs these counsels.

But the adolescent must not only be taught how to find and keep his place in society. He must be helped into that place and guided until he is safe in eternity. Christ's Church offers this assistance through graces that flow from her Mass, her prayers, and her sacraments. She makes these graces vital to him by fashioning her devotions to the trend of the

times. In this critical period when fathers, brothers, and sweethearts are torn from their homes to fight for freedom for themselves and their loved ones, the Church offers every spiritual advantage to them. She dispenses with fasting and abstinence, makes possible evening Mass, and then follows the warriors to the battlefield with her sacred oils for final remission of sins. She appeals to her militant at home for prayer and sacrifice for the absent ones. Adolescents find in these acts of the Church the novelty in solidarity that it so much desires. Consequently, they willingly accept their Christ-commissioned teacher, admonisher, and guide.

The Rescuer

But there remains the second group—the delinquents. Christ Himself gave us the parable of the shepherd who left the ninety-nine just and went in search of the lost sheep. Through His Church, He offers even those children who strayed from the counseled path the Sacrament of Penance. Nowhere on earth is there to be found a rescuer comparable to the consecrated one who has been placed in the confessional for the purpose of restoring

misguided souls to their rightful place in society by reinstating them in innocence. Truly the Church nobly fulfills her commission of teacher, admonisher, guide, and rescuer.

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So You Have Been Transferred!

*Sister M. Gerald, S.S.J. **

My dear Sister Urban,

Your letter announcing your transfer from the beautiful, modern city school where you have been stationed, arrived today. I gather from your letter that the prospect of a year or two in the little two-room school in the quiet town of Updike does not bring you any pleasure.

In spite of your dismal premonitions, Sister, I congratulate you on your good fortune. Your transfer will be beneficial in many ways. Oh, yes! I understand full well that you will miss the conveniences of the city, the splendid equipment of the new school, the many activities and opportunities. You will now have four grades in the same room in the place of one grade you have been accustomed to teach. You will be extremely busy and very little leisure time will now be yours. In spite of all these difficulties, however, you will find that there are many advantages in teaching children of the suburban schools and I am grateful that I have had the opportunity to discover that for myself.

You will find that the biggest difference between the city school and the small-town school lies just where you might least expect to find it, in the children. You, I am sure, have heard the old saying: "Children are the same all over." Fundamentally they are, I grant, but certainly the environment of the city with its crowded conditions, its broken-up homes and working parents has its undesirable effect upon the life of the child. The small-town districts and suburban areas are still quite unaffected by this pernicious influence. The child of these sections lives in the open air, in the fields and woods, and you will soon notice that he brings with him into your classroom something of the freshness

of the great out-of-doors. The simplicity, candor, and docility of the children will be one of your greatest consolations, Sister.

You state that your greatest concern is that you will be unable to cover the subject matter assigned to all those grades within the time allotted you. I admit that you will have to do careful planning to cover the subject matter assigned for each grade, but, as time goes on, you will find ways and means to accomplish this satisfactorily. You must remember that, although your actual instruction time is cut down to what seems like nothing at all, still you can make assignments for the study periods to follow your classes. These assignments will provide the necessary drill on what you have taught the children in class periods.

It is quite evident, then, that it is very important that you start the children out in good habits of study. To do this, it will be necessary for you to plan carefully just what you wish each group to be doing while you teach another group. It is well to train the children to use their study periods systematically, to spend the most time on the more important subjects, and to prepare the morning subjects first. All these things may be obvious to you and me, but the child needs direction if he is to use his time well, and not merely keep "busy and quiet." On your part, it is important that you remember to plan your assignments so that the children will not be overburdened, a discouraging situation, but that they will have enough to occupy themselves profitably.

You will notice that no mention was made of a period for study and preparation for the religion period. For many reasons, I believe that this class should be prepared at home. The most important reason is that there is little enough religion in the modern home, and the little the child can bring home from

¹Sadler, *op. cit.*, p. 1.

²Luke 18:16.

³Exod., 20:12.

⁴St. Augustine.

*Sisters of St. Joseph, St. Christopher School, Marysville, Mich.

the Catholic school will benefit all concerned. When he asks Dad or Mother to hear his catechism, he will be assisting the parent in reviewing his religion and its teachings.

Many parents want their children to have some assigned work to be done at home. In schools where the pupils already spend a fourth or a third of their school time in study, it seems unreasonable to ask that more written work be done at home. However, a little memory work or research work would not be asking too much, but would satisfy the parent that some homework is demanded.

The second advantage that you will enjoy in the small school, Sister, is the spirit of kindness and helpfulness found among these children. The teacher, occupied with the sixth grade, is too busy to be disturbed without serious reason. Therefore, eighth-grade Charles will realize that he must seek help in the work he missed yesterday from someone in his own class. Thus there is developed the spirit of unselfishness and kindness toward each other. You will find many among the older students who are only too eager to help you by giving extra time to the younger students who need individual attention.

Are you now becoming convinced that the picture isn't so dark after all? Your next big objection reads, "It seems to me that the children educated in such a school would be tremendously inferior to those who have had more opportunity." I will answer that difficulty with a few examples of actual happenings.

Last year the fifth-grade children were called upon to read the stories they had written. These compositions were to be made up of simple sentences only, as the class had not yet become acquainted with the complex or compound sentence. Grace listened carefully to the story being read, and then made this criticism: "John, I think you will have to change that second sentence. It is a complex sentence." And Grace was right! Evidently this average student had imbibed some of the instruction given the previous week to the older children. The average and above-average pupils unconsciously absorb more than what is intended solely for them.

In this same classroom, the sixth-grade children were puzzled over the construction of a simple sentence which contained a compound subject and predicate. The fifth-grade group, busy about their own work, at first paid little attention to the struggles of their neighbors. As the older children became more and more confused, the younger group began to listen. Soon they became more than passively interested, and indicated vigorously that they could solve the puzzling problem, if given a chance. Judging that the group was overly ambitious, the teacher called upon one of their number, merely to satisfy them. What was her astonishment when a very average child stood and unhesitatingly declared, "That is a simple sentence, but it has a compound subject and predicate!" The surprised sixth-grade children demanded an explanation of how the younger ones happened to know that, and it developed that the fifth grade had been listening to the sixth-grade children explain their diagrams for some time. They found compound parts of a sentence quite interesting! Would you, my dear Sister, accuse this class of wasting study time?

This overlapping of instruction works the other way, too. The slower children of the upper grades are benefited by hearing the constant repetition of what is new to the lower



Franklin D. Roosevelt: friend of children and schools.

(From the photograph used in connection with his message to the children of America in 1933)

classes. Billy was apparently not doing his own assignment. I wandered slowly in his direction. "Are you dreaming, Billy?" I whispered.

"No, Sister. I am listening to the fifth grade explain subtraction of fractions. I was going to ask you to help with that, but now I think I am beginning to see how it goes!"

The many various activities of the large school may be necessary and beneficial in some ways, but where is the teacher who hasn't longed for the day when she might be able to go straight through at least one full period without disturbance? Another advantage! You will have practically no disturbance in the small school!

Time will hang heavy on your hands away from the city? Oh, Sister, you do not know whereof you speak! You will be so con-

cerned about getting in all your classes for four grades that the end of the day will come before you know it. Your afterschool hours will not be long enough for you to prepare yourself well for the next day!

Are you tiring of my rather lengthy exposition of the virtues of the small school, Sister? Since my letter is getting entirely too long, I shall state just one more advantage to be enjoyed in towns like Updike. This is the close relationship that can exist between the teacher and pupil. Having two, or perhaps three or four, members of the same family in many instances, the teacher is in an excellent position to study the individual child and his background. What an opportunity to learn to understand each child and his particular problems and needs! I know you have felt the utter futility of ever getting really to know each child of the large city classes you have hitherto taught. The personal touch is lost in proportion as the number of pupils increases.

You will now serve in a more hidden, humble capacity, Sister, and perhaps only God Himself will know all the good you accomplish this year. You and I, Sister, are working for Christ alone and if He understands and appreciates our sacrifices and efforts, that is all that really matters. If my little experience can be of further benefit to you on your new mission, do not hesitate to let me know.

Next summer, when we assemble at summer school, I expect that you will meet me with this greeting: "Sister, I had a very pleasant year, in spite of all my foolish fears. Never again will I dread going into a small school. I wonder whether I shall go back!"

Your Sister in Christ,

Sister M. Gerald, S.S.J.

HIGHER EDUCATION NEEDED

The goal of American higher education after the war should be "to prepare enlightened citizens for life in a democracy," says Rev. Joseph R. N. Maxwell, S.J., president of Holy Cross College, Worcester, Mass.

"Only a liberal education will do this," he said. "Advocates of vocational training will rise to challenge this contention, but they will not disprove it. Vocational training does not attempt to liberate, rather it concentrates; it does not broaden men's horizon but focuses his mind on his job. It concerns itself primarily with making a living, whereas liberal education seeks primarily to develop a personality who will be able to live a larger, richer, more abundant life. The function of vocationalism is to train a technician. The function of liberal education is to build a character."

A Comparison of Methods in Teaching Spelling

Sister M. Gervase Blanchard, O.S.F. *

RESEARCH has aided in the improvement of spelling instruction. Although there have been many investigations in the field of spelling concerned with improvement in curriculum and with methods of teaching, the field of method still presents many unsolved problems. The Test-Study versus the Study-Test methods of teaching spelling seems to remain a controversial issue. The superiority of neither method has been fully established. A controlled investigation of two methods of teaching a difficult list was made in order to contribute information upon the issue.

The Problem

The chief purpose of this study was to determine the relative efficiency of the Test-Study and the Study-Test methods of teaching and learning spelling words. Stated more specifically, the aims of this study were as follows:

1. To compare the use of the Test-Study and the Study-Test methods in teaching a list of 222 spelling demons to eighth-grade children.

2. To compare the amount of improvement made by children using the Test-Study method with the amount of improvement made by children of equal ability using the Study-Test method.

3. To discover which of the two methods, if either, is superior as a procedure for learning to spell this list of words.

4. To determine the relative effectiveness of these two methods of learning to spell, for the upper and lower mental-age groups in this experiment.

General Procedure

The experiment was conducted in the eighth grades of fourteen town and city elementary schools in four different states, during the school year 1942-1943. Twelve of these schools made complete returns, and the data from 320 pupils were interpreted for this report. In five schools the experimental group used the Test-Study method, and in the remaining seven schools the Study-Test method was followed. In each instance the regular teacher was in charge of her own class during the entire experiment. The list of 222 spelling demons was studied by all the children of both groups, and the spelling periods were held constant during the ten-week program. Every child in the experiment participated in a preliminary test, in ten weeks of teaching and testing, and in a delayed-recall test. The effectiveness of the two methods was indicated by the amount of improvement made in learning to spell this list of words. The improvement was measured by comparing the results of the preliminary and delayed-recall tests. This improvement was assumed to be a reasonable indication of the relative efficiency of the two methods under investigation.

Importance of the List of Words Used

A master demon list of 222 spelling words¹ was selected for use in this investigation be-

cause of its cruciality in children's written work, both in school and in life outside of school. This list was considered appropriate for use in this experiment because the misspelling of these 222 words is approximately 65 per cent of all the misspellings made in the 700,000 running words written by the children in their themes and letters, both directed and undirected.² The use of these demons was further justified by the results of a study of the types of misspellings made by eighth-grade children in writing this list of words.³

Preliminary Steps

A set of detailed rules and instructions governing every phase of the experimental procedure was sent to each teacher of both groups before the experiment was initiated. A record sheet was also forwarded to them, upon which the following information was to be entered: name of pupil, chronological age, mental age, general achievement, number of errors made on the preliminary test, number of errors made on the final weekly tests, and the number of errors made on the delayed-recall test. Every teacher received a sample copy of an individual progress chart. The pupils following the Test-Study method were to record their progress on similar charts. Those pupils using the Study-Test method were free to make use of this chart or not as directed by their teachers. Printed copies of the 222 spelling demons were sent to the teachers for all the pupils participating in the experiment. Copies of the *Five Steps in Learning to Spell a Word*⁴ were forwarded for the pupils in the Test-Study section of the experiment.

The *Henmon-Nelson Tests of Mental Ability* were administered to all pupils who took part in the experiment. The mental ages obtained were used for classifying the pupils, and as a basis for comparison between two groups. The general achievement of each pupil was obtained from his class record card. Achievement in all school subjects during the

¹James A. Fitzgerald, "A Crucial Core Vocabulary in Elementary School Language and Spelling," *The American School Board Journal*, 103:22-24, July, 1941.

²James A. Fitzgerald, "Some Reasons Why Children Are Poor Spellers," *THE CATHOLIC SCHOOL JOURNAL*, 42:126-27, April, 1942.

³Fitzgerald, "222 Spelling Demons," *op. cit.*



—G. C. Harmon
Father and Son.

preceding term, expressed in letters (A, A—, B+, B, B—, etc.), was averaged to find each child's ability in school subjects.

The Preliminary Test

All pupils included in this experiment participated in the preliminary test. The testing was carried out under explicit written instructions which were identical for both groups. The 222 words were written in column form and the number of errors for each pupil was checked by the teacher and later entered on the Record Sheet.

The Weekly Programs of Spelling

A period of two weeks was allowed to elapse before the weekly teaching programs were begun. The Test-Study and the Study-Test programs were inaugurated. They continued over a ten-week period. The children in both groups studied 22 new words a week (24 were used the tenth week to complete the list). Both groups used daily 15-minute spelling periods for teaching, studying, and testing these words. Apart from these factors, the procedures were entirely different.

The Test-Study Program

The Test-Study method used closely approximates the one described and recommended in the spelling text and workbook *Learning Words*.⁵ In brief it was as follows:

Monday: The children learn the meaning and pronunciation of any new words with which they are unfamiliar. The whole class takes a pretest on the 22 new words. The test papers are collected and errors are checked by the teacher.

Tuesday: The corrected tests are returned to the pupils. Each child writes in correct form in his notebook the words he misspelled on the pretest. Those who made errors use the *Five Steps in Learning to Spell a Word* in studying their hard words. The teacher is constantly on the watch to see that each pupil is using the Five-Step Plan effectively.

Wednesday: The children continue the attack on their hard words. Special help is given by the teacher where it is needed. If the words misspelled on Monday are learned, the pupil studies his difficult review words. These are the words he misspelled on the previous Thursday's final test. The teacher supervises, encourages, and motivates.

Thursday: The teacher dictates the final weekly test on the same 22 words pretested on Monday. Review words from two weeks before are included. Errors are checked by the teacher and the number of errors marked on the record sheet. All members of the class take this final test even though some pupils made no errors on the pretest.

Friday: The children enter in correct form the words they misspelled on Thursday's test in a special place in their notebooks. Each child records his progress on his individual chart by indicating the number of errors made on Thursday's test. If time permits, each child

⁵James A. Fitzgerald, and Patricia G. Fitzgerald, *Learning Words*, Grade Eight (Milwaukee: Bruce Publishing Co., 1942), pp. i-iv.

*Assumption Convent, Woodridge, N. J.

¹James A. Fitzgerald, "222 Spelling Demons: A Useful Core Vocabulary for Child Writing" (Milwaukee: The Bruce Publishing Co., 1941).

again attacks the words he missed on the final test. If the error persists, the pupil continues to study it and comes privately to the teacher for a retest on his own difficulties.

In this program each child was not only learning to spell important words at his own rate of learning, but he was acquiring mastery over a method of study that would aid him to learn to spell other words in later life. He was acquiring a definite and permanent plan of attack on difficult words.

The Study-Test Program

Under the Study-Test program a more generalized procedure was followed for teaching the lessons each day. This group used the same list of words, the same amount of spelling time, the same number of words each week, and the same methods of administering and checking all the tests. No single weekly program was prescribed in detail. However, a more or less common plan evolved with this group. In general, the seven teachers directing the Study-Test program assigned and taught five or six new words on Monday, Tuesday, Wednesday, and Thursday. On Friday the children were tested on the 22 new words for the week and an approximately equal number of review words. The procedure for the first four days of the week was as follows:

1. The five or six new words for the day are assigned.

2. The teacher directs all the children in studying all the words for the day. The pupils usually follow the words on their spelling cards as the teacher pronounces them. Sometimes the pupils pronounce them individually; sometimes in concert. In some instances the difficult parts are stressed, or the words are written on the blackboard in syllables.

3. The children then study the words for a few minutes. Following this, the five or six words for the day are dictated. Papers are exchanged, and the errors checked. The hard words are entered by each child in his own notebook. The words missed on Monday's test become review words for Tuesday, etc.

4. No child is ever excused from the daily program in spelling. Study by the children is teacher directed. Study always precedes testing.

5. Each Friday the children are tested on the 22 words for the week, and usually on 22 review words of two weeks before. In some cases only those review words are included in this test which have given many pupils trouble. The misspellings are checked and each pupil enters his difficult words in correct form in his notebook. In some instances graphs are used to indicate progress.

Delayed Recall Test

Following the ten weeks of teaching and testing on these 222 demons, all work connected with the list of words ceased. After a two-week period the 222 demons were dictated again to the pupils in a delayed-recall test. This recall test was administered in exactly the same manner as the preliminary test, and similarly for both groups. The number of errors made by each pupil was recorded on the record sheet.

Matching One Hundred Pairs

From the total number of pupils who participated in this experiment, 200 were selected to constitute the one hundred pairs. This pairing of a pupil in the Test-Study group

with a pupil in the Study-Test group was developed to make the comparison of the two methods valid and statistically reliable. The pairing was based on three factors: the number of errors made on the preliminary test, the mental ages, and the general achievement of each pupil. A pupil in the Test-Study group was first matched with a pupil in the Study-Test group if they both had the same number of errors in the preliminary test. Thus spelling ability was held constant throughout all the one hundred pairs. For example, in pair No. 1, each pupil made 31 errors on the preliminary test; in pair No. 2, each pupil made 28 errors, and in pair No. 100, each pupil made 17 errors. It can be assumed, therefore, that in the beginning of this experiment the two groups were quite equal in their ability to spell 222 demons, and that the two pupils in each pair, in so far as the pretest indicated, were equal in ability to spell.

The second factor considered in pairing the groups was mental age. The mental ages for both pupils within each pair remained exactly the same to pair No. 26. In this pair a single month's difference in mental age occurred. Throughout the one hundred pairs nowhere was there a difference of more than eleven months within a pair.

The third factor, general achievement, was held quite constant for each of the one hundred pairs. Both groups were practically equal with regard to general achievement. In 88 of the one hundred pairs there was a difference within each pair of less than one full letter symbol. In 61 pairs the general achievement of the two pupils was represented by exactly the same letter symbol. In only two of the one hundred pairs was there a difference of more than one full letter symbol within the pair. In pair No. 88, the pupil in the Test-Study group had a general achievement of C+ and the pupil in the Study-Test group had A-. In pair No. 83, the pupil in the Test-Study group had a general achievement of B+ while the pupil in the Study-Test group had C-. The equality of the pupils for both groups in the one hundred pairs may be understood more clearly by examining the following table

Table I: Preliminary and Delayed-Recall Test Results for the One Hundred Pairs

Pair No.	Group	Mental Age	General Achievement	Preliminary Test
1.	Test-Study	11-2	C-	31
	Study-Test	11-2	C-	31
2.	Test-Study	16-4	B+	28
	Study-Test	16-4	B+	28
3.	Test-Study	15-4	B	23
	Study-Test	15-4	B	23
4.	Test-Study	15-4	B+	23
	Study-Test	15-4	B+	23
5.	Test-Study	15-4	B-	22
	Study-Test	15-4	B-	22
96.	Test-Study	13-0	A-	10
	Study-Test	13-10	A-	10
97.	Test-Study	15-1	B-	16
	Study-Test	14-3	C+	16
98.	Test-Study	15-0	B	15
	Study-Test	15-10	A	15
99.	Test-Study	14-8	C+	49
	Study-Test	13-10	C+	49
100.	Test-Study	13-11	B+	17
	Study-Test	13-0	B+	17

which gives the data for the first five and the last five pairs matched.

Analysis of the Data

The improvement was computed from the results of the preliminary and delayed-recall tests. The effectiveness, therefore, of each method of teaching spelling was measured by the amount of improvement made in learning to spell the 222 demons, as indicated by the difference in the number of errors made on the preliminary and delayed-recall tests.

The paired groups were evenly matched in spelling ability. Each group made exactly 2115 errors out of a total of 22,200 spelling attempts on the preliminary test. The two groups were practically equal with regard to mental age. The mean mental age in months was 179.7 for the Test-Study group, and 179.2 for the Study-Test group. The difference between the means was .5 of a month and was not statistically significant. The mean achievement scores for the paired groups were quite similar. The mean for the Test-Study group was 6.73 and for the Study-Test group 6.52. The difference between the means was .21 and it was not significant.

Table II: Mean Number of Errors Made by the Paired Groups on the Delayed-Recall Test

Group	A.M.	S.D. of A.M.	P.E. of A.M.
Test-Study	6.42	.581	.392
Study-Test	17.70	11.76	.793
<hr/>			
Diff. between A.M.'s		P.E. of Diff.	Diff. P.E.D.
	11.28	.885	12.7

Table II indicates the mean number of errors made by the paired groups on the delayed-recall test. The mean number of errors for the Test-Study group was 6.42 and the standard deviation was 5.81. The mean number of errors for the Study-Test group was 17.70. The standard deviation was 11.76. The probable error of the mean for the Test-Study group was .392 and for the Study-Test group it was .793. The difference between the means was 11.28, and it favored the Test-Study group. This difference was twelve times the probable error of the difference between the means. It was a significant difference for this investigation and showed the superiority of the Test-Study method over the Study-Test method in teaching these 222 demons.

Table III shows the total number of words misspelled by each group on the preliminary test, the number of errors made on the delayed-recall test, the number of words learned, and the mean improvement in learning these words. The Test-Study group made a mean improvement in learning words of 14.88, and the Study-Test group a mean improvement of 3.45 words learned. The difference between the means was 11.43. The critical ratio was 15.9. The difference in the improvement of words learned by the two groups was significant. In fact, there is a virtual certainty that the Test-Study method, as used in this experiment, was superior to the Study-Test method in learning to spell this list of 222 words.

Another purpose of this investigation was to compare the amount of improvement in learning to spell these 222 words for the upper and lower mental-age ranges for each of the two groups. Each group was divided

Table III: Improvement in Spelling by the One Hundred Pairs

Group	No. Errors Prelim. Test	No. Errors Delayed Recall Test	No. Words Learned
Test-Study	2,115	638	1,477
Study-Test	2,115	1,777	338

	Diff. between A.M.'s	P.E. of Diff.	Diff. P.E.D.
A.M. of Improv.	11.43	.72	15.9
3.45			

into four quartiles. The first quartile represented the 25 pupils with the lowest mental ages, and the fourth quartile was composed of the 25 pupils with the highest mental ages. The improvement made by each quartile in both groups can be most easily studied and analyzed by examining the results presented in Table IV below. The figures indicate clearly that the Test-Study method was superior to the Study-Test method in each quartile. The Test-Study method was approximately equal in effectiveness for all four quartiles. In the Study-Test method, the figures seem to indicate that this method is least effective in the lowest mental age range, and most effective in the highest quartile. In no comparable quartile is the Study-Test method as effective as the Test-Study method.

Conclusions

With all the data analyzed and statistical treatment applied to them, this whole investigation seemed to provide valuable evidence of the superiority of the Test-Study method over the Study-Test method in learning this list of 222 words by eighth-grade children.

Specific Conclusions

The following specific findings and conclusions seem evident:

1. Twelve pupils of the Test-Study group made perfect scores on the delayed-recall test. None using the Study-Test procedure made perfect scores on this test.

2. All pupils using the Test-Study method made some improvement as measured by the

INVITATION TO SERVICE

The General Executive Board of the National Catholic Educational Association, at its forty-second annual meeting held recently in Washington, D. C., issued the following invitation to youth:

We wish to hold up to Catholic young men and women the continuing opportunity to serve God as religious teachers, and we express the hope that they will respond in increasing numbers to the divine call to this apostolate of youth by which His Providence makes provision for the growth and welfare of His Holy Church.

delayed-recall test. Twenty-three pupils using the Study-Test method made more errors on the recall test than they had made on the preliminary test.

3. The mean number of words learned by the Test-Study group was 3 times as large as the mean number learned by the Study-Test group. This was statistically significant.

4. The difference between the means of the errors made by the paired groups on the delayed-recall test was $11.28 \pm .885$. The difference divided by the probable error of the difference was 12.7. Since this critical ratio exceeded four, the difference was significant.

5. The difference between the means in spelling improvement for the paired groups was $11.43 \pm .72$, in favor of the Test-Study group. The critical ratio was 15.9. The difference was significant.

6. The percentage gains for each of the four mental age quartiles of the Test-Study group exceeded the percentage gains for each comparable quartile of the Study-Test group.

General Conclusions

Briefly, the most important general conclusions to be drawn from this investigation are: (1) Method was the only planned variable and seems to account for the superiority in improvement of the Test-Study group (2) The Five Steps in Learning to Spell a Word seems to have provided a technique of study that aided the Test-Study group in mastery

of a large number of words studied (3) A method of spelling that was found effective for good spellers and high mental age groups seems to be at least equally effective for poor spellers and low mental age groups.

Limitations of This Investigation

While the data obtained from this investigation furnished conclusive evidence in favor of the Test-Study method of teaching and learning spelling, there were several limitations which should be noted. Only children in the eighth grade were included in the experiment, and any conclusions drawn from this investigation would apply to this particular grade. Although 320 children is a comparatively small number, yet it is sufficiently large for an investigation of this type, carried out in a single grade. The experimental period of ten weeks was short. However, as there was no alteration of methods by the two groups halfway through the experiment, this ten-week period was considered ample for evaluating the two methods of spelling. Although a single preliminary test may not be considered an absolutely accurate basis upon which to measure individual improvement, yet as a measure of group improvement it is practically acceptable.

Table IV: Spelling Improvement of Quartiles Distributed According to Mental Ages for the One Hundred Pairs

Mental Age Quartiles	Errors		Improvement		
	Prelim. Test	Delayed Recall Test	Words Learned	Percentage Gain	Average No. Words Learned
Test-Study					
Fourth	338	94	244	72	9.8
Third	490	158	332	68	13.2
Second	566	151	415	73	16.6
First	721	235	486	67	19.4
Study-Test					
Fourth	341	256	85	25	3.4
Third	463	391	72	16	2.8
Second	571	457	114	20	4.5
First	740	673	67	9	2.7



Part of Vocation-Week Display at St. Francis Xavier School, Merrill, Wis. The project was developed by sodalists of grades six, seven, and eight.

Public Transportation for Pupils of Private Schools

IV. Transportation and Equalization of Educational Opportunity

*Sister M. Lawrence Wilson, O.S.U. **

TODAY among administrators in the educational field, efforts are being made to reach an ideal known as "equalization of educational opportunity." Authorities agree that the success of a democratic form of government depends upon the availability of educational opportunity for every member of society. This opportunity should be extended to every child regardless of his race, color, or creed, and should insure for him an education equal in scope and efficiency to that received by any other child of like mental status.

In order to benefit from the application of the principle of equalization of educational opportunity, transportation to and from school is a necessary item for many children attending both private and public schools. In the controversies which have arisen over the problem of granting public transportation to private-school pupils, most of the disagreement has arisen over the question of the beneficiary of the service. One phase of the problem, and a very important one, has been overlooked in the past. If the principle of equalization of educational opportunity is to mean anything in the United States, any service granted to children with the purpose of equalizing opportunity for education must be extended to all children in the state. Transportation to and from school is a general benefit given to children in public schools as a means of aiding them in securing an education. One of the leading issues involved in the question of public transportation of private-school pupils centers around the definition and application of the principle of equalization of educational opportunity.¹ Those who favor public transportation for children in private schools declare that this service is a defensible element in the commonly accepted principle of equalization of educational opportunity and as such may not be denied to any child who needs it on the basis that he does not attend a public school.

Principle of Equalization Defined

In order to understand the issue involved, it is necessary to know something of the foundation upon which this principle of equalization of educational opportunity is based. In their report to the Education Finance Inquiry Commission, Strayer and Haig have defined the items necessary in setting up a program of equalization.

To carry into effect the principles of "equalization of educational opportunity and equalization of school support" as commonly understood it would be necessary (1) to establish schools or make other arrangements sufficient to furnish the children in every locality within the state with

equal educational opportunity up to some prescribed minimum; (2) to raise the funds necessary for this purpose by state or local taxation adjusted in such manner as to bear upon the people in all localities at the same rate in relation to their tax-paying ability; and (3) to provide adequately either for the supervision and control of all schools, or for their direct administration by the state department of education.²

From this definition it can be seen that the realization of the equalization principle depends upon the establishment of schools in all localities, or in the absence of such schools, to make arrangements for the education of children in other districts or in schools at a distance from their homes. Under this part of the definition, transportation might reasonably be classified as among those arrangements "sufficient to provide the children in every locality within the state with equal educational opportunity up to some prescribed minimum." Applying this now commonly accepted principle for providing transportation to school children, it must be noted that the definition implies that all children are to be so benefited.

The second criterion states that the burden of taxation should bear upon all people in the locality in relation to their taxpaying ability. Here, too, it must be noted that all people are concerned. This indicates that all people in the locality are sharing the burden of taxation, and as a result all people should share in the benefits which are made available through the expenditure of tax money.

The third part of the definition provides for the supervision and control of schools by the state department of education. This provision is carried out today in all states in regard to both private and public schools, for while in most instances private schools are under the direct control and supervision of private organizations, still indirectly the state exercises control and supervision over the educational activities of these schools by the enforcement of the education laws which make regulations for hours of classwork, subjects to be taught, and qualifications of teachers. Since this supervision and control is listed as one means of realizing the principle of equalization of educational opportunity, it follows that all the benefits of the equalization program should be given to all children regardless of the school they attend, provided that the school maintains the standards set up by the state for educational efficiency.

Factors in a Minimum Equalization Program

Since the definition of this principle of equalization of educational opportunity has been given, some states have set up minimum

programs of education which all districts try to follow. The educational need of the district and the state is based on certain criteria formulated by Mort as basic to the minimum program.

1. An educational offering found in all communities in the state when the equalization program takes effect should be included in the minimum program.

2. When, because of conditions over which the local community has little or no control, supplementary undertakings are necessary in order to make it possible to carry on any activity under the first principle mentioned above, these activities should be included in the minimum program.

3. When additional offerings are required in order to supply educational returns commonly expected from the minimum program but which, because of conditions over which the local districts have little or no control, may not be expected to materialize, those conditional undertakings should be included in the minimum program.

4. If there is reason to believe that the inclusion of any element in a minimum program will have other than a salutary effect upon the educational offerings in any community or will bring about harm that is out of proportion to the good involved in including it in the burden to be equalized, it should be omitted from the minimum program.³

The application of Mort's criteria for a minimum program brings up the problem of pupil transportation. Transportation represents a factor in the program of equalization of educational opportunity, since, for some pupils, distance is the most important element in regular attendance at school. In order to overcome the handicap of distance, transportation is provided. Such provision is made in accordance with the second criterion set up since transportation is classified as an undertaking not directly concerned with the educational function of the school, but, nevertheless, a necessary factor if equal educational opportunity is to be made available to all children.

Transportation — a Necessary Item in an Equalization Program

Authorities in the field of school transportation agree that, for many children, transportation to and from school is an indispensable item in the equalization program. Without the provision of public transportation, some children would be obliged to limit their attendance at school because of distance or inclement weather.

Lambert and Woolf⁴ are of the opinion that transportation is a function of the administrative program of schools, and, if equaliza-

¹Paul R. Mort, *State Support for Public Schools* (Washington, D. C.: The American Council on Education, 1933), p. 8.

²A. C. Lambert and Golden Woolf, "Statutory Theory of the Need for Transporting Pupils at Public Expense," *School and Society*, 45:818, June 12, 1937.

³Mary Manse College, Toledo, Ohio. This is the conclusion of a series of extracts from a master's thesis submitted to Fordham University, New York City. The former extracts appeared in the January, March, and April issues of *THE CATHOLIC SCHOOL JOURNAL*.

⁴George D. Strayer and R. M. Haig, *The Financing of Education in the United States* (New York: The Macmillan Co., 1923), p. 174.

tion of educational opportunity is to be achieved, transportation must be provided for children who live at a distance from school. According to these writers, "Transportation is the instrument by which educational and social programs and organizations are involved."⁴

Burns⁵ in his investigation reached the following conclusion regarding the transportation of children to school:

There is no educational return in merely transporting pupils in a bus. It is a supplementary activity. If we refer to our criteria for selecting the elements that enter into a minimum program to be equalized by the state, we see at once that transportation comes under item two and is part of the minimum program.⁶

The criteria here referred to are Mort's criteria for an equalization program.

Johns⁷ in a later study stated the following principle for including an educational activity in the list of things paid for by the public taxes: "If an activity can be done more efficiently at public expense than at private expense, it is a legitimate part of the community's tax program." Applying this principle to transportation, he arrives at the conclusion that the good business sense of the American people made them realize that individual transportation by families was a difficulty and an inconvenience which could be overcome by co-operative effort and thus the system of public transportation of pupils to and from school came about.

The general consensus of opinion seems to be that the state has a definite duty to transport pupils to school if the principle of equalization of educational opportunity is to be put into effect. Morphet⁸ is of the opinion that any effort made to equalize educational opportunity without apportioning a certain sum for transportation will fail in its efforts. In general, it is agreed that transportation of pupils to school is a supplementary activity, not directly concerned with the educational function of the school, but, at the same time, a necessary factor in the program of equalization of educational opportunity.

Since transportation of pupils to school is considered by most authorities to be a supplementary activity, and one which should be provided at public expense as a means of equalizing educational opportunity for all children in the district, and since this transportation service is not considered something directly connected with the main purpose and work of the school, it follows directly that the expenditure of public funds to provide transportation of pupils to and from school is not an expenditure in aid of any school, but is merely compliance with the commonly accepted principle of equalization of educational opportunity. There is no just nor logical reason for refusing transportation at public expense to pupils in private schools. These schools have a right to exist; this right is recognized by the state and federal governments, and parents have a right to choose these schools for their children. Therefore, to

deny to private-school children any service granted to public-school pupils under the category of supplementary activity operates as a denial of equality of educational opportunity and is incompatible with the democratic ideal of government.

Because of certain local conditions, the support of a program of equalization of educational opportunity is often beyond the power of either the state or the local districts within the state. In such cases it seems to be reasonable that the Federal Government should aid in the maintenance of a fund, separate entirely from the school fund, and not in any way considered a school appropriation, which should be used for the transportation of pupils to school. If this fund were set up, it could be used for transporting private- as well as public-school pupils, and would settle the problem which confronts the states which hesitate to provide public transportation to private-school pupils because of the statute in their laws which prohibits the expenditure of public funds to a private or sectarian school.

In regard to federal aid to education, provision of federal funds for transportation of pupils would not be considered a violation of the principle of state support for education and the theory that the federal government should have no part in the support of education among the individual states. This is true because transportation is not an educational activity. This aid could not be given to public-school pupils alone, for the Federal Government cannot support nor foster public schools and fail to consider the needs of the private-school pupils. Federal concern should be for every child in the United States and the only condition which should enter into the distribution of a federal transportation fund should be that the private school maintain the state standards for educational efficiency.

The federal fund would have to be regulated by a definite standard whereby the money would be apportioned to those institutions which fulfilled the state's educational requirements. There should be some objective measure of the state's ability to share in the federal fund for transportation as well as standards which would govern the right of the individual schools to a share in the appropriation. The absence of such standards might lead to discrimination against some minority groups by those who would have control of dispensing the fund.

V. A Simple Matter of Justice

This study has shown that public transportation for private-school pupils is the general practice, according to statute, in 12 of the 48 states. The constitutionality of these statutes is supported by interpreting the aid given in the form of transportation as a logical consequence of the compulsory education law, as a practice compatible with the well-established theory of separation of Church and State, as an aid to the child and not an aid to the school he attends, and as a defensible element in the commonly accepted principle of equalization of educational opportunity. This practice of granting public transportation to private-school pupils in some states has in no

way raised the specter of "union of Church and State," nor violated the constitutional provisions prohibiting financial aid to private schools. Furthermore, accepting equality of educational opportunity as it is defined in the "Finance Inquiry," transportation is found to be one of those supplementary offerings over which the district has no direct control and for which the state should assume a larger share of responsibility if the minimum program of education is to be guaranteed to all children whether they are enrolled in a public or a private school. The conclusion is reached, therefore, that both principle and practice fully justify granting financial aid for transportation of pupils to private schools, and, so long as this aid is denied, equality of opportunity will be only a hollow sounding phrase to the American school child who is not enrolled in a public school.

Grammatical Preparation for Writing

Sister M. Marcellita, O.S.F.

Since theme writing has its place in the elementary curriculum, it is of paramount importance that the student first have an adequate and fundamental knowledge of grammar and sentence technique. Often students are asked to write stories, compositions, or themes without having been duly prepared grammatically.

Probably the first step in preparation for theme writing is the acquisition of a sentence sense. This follows from a complete and thorough analysis of the types of sentences, beginning with the simple and gradually proceeding to the more complex.

Not all textbooks of English place their units in theme writing following the grammatical section. However, since textbooks are merely tools, teachers should have sufficient ingenuity to handle the text material intelligently and to the student's best advantage.

Dean Briggs, one of the ablest professors of English in the country, revolutionized the teaching of English composition in the United States. It was he who developed the idea of a daily theme.

Many teachers of elementary grades schedule an intensive six-weeks course in theme writing following their presentation of grammar and sentence theory. This is commendable since it gives the student an opportunity to concentrate on the principles and rules which he has been learning. The old adage, "Practice makes perfect," applies to writing as well as to any other activity.

The practice of reading compositions to a class for the purpose of having the pupils discover the absence of a subject or the presence of a dangling participle is a very wearisome and unfruitful task with feeble results. This method, too often employed, is ineffective in teaching the offender his error. Themes read aloud should present some pointed instructive value which will result in positive benefits to a class.

May the well-known motto, "Be Prepared," be also the motto of teachers about to direct a course in composition writing in the elementary grades.

St. Agnes School, Chicago Heights, Ill.

⁴Loc. cit.

⁵Robert L. Burns, *Measurement of the Need for Transporting Pupils* (New York: Teachers College Contributions to Education, 1927), p. 6.

⁶Burns, loc. cit.

⁷Roe Johns, *State and Local Administration of School Transportation* (New York: Teachers College Contributions to Education, 1929), p. 2.

⁸Edgar Morphet, "Basic Considerations in the Apportionment of State Funds for Pupil Transportation" (Washington, D. C.: National Education Association Bulletin, 1937), p. 553.

Why Not an American System?

*Mary and Adelaide Curtiss**

UNTIL our United States shook with the clamor of a two-ocean war, "system" was taboo among physical educators. When said in their presence, visions of regimented, unsmiling, "calisthenitized" children flashed before their eyes, and they struck their breasts and cried, "Let them be free!"

There is an explanation for this. We are a transplanted people and in our uprooting there clung to us bits of the old sod. From Germany, Denmark, and Sweden we accepted systems, blindly introduced them into our schools, and stupidly called these incompatible theories our own.

Consider Sweden. For Per Henrik Ling, physical education was closely allied with military needs. In fact, much of the procedure and method in Swedish gymnastics is essentially drill technique. During its heyday, it was the thing to make the child meek, obedient, and disciplined. There was no chance for self-expression. All were taught to move as one at the voice of the leader. Or consider Germany's Frederick Jahn. Feverish patriotism and national strength and unity were the aims of his unique program of gymnastics.

By 1910, American physical educators had their fill, and when Dr. Thomas Wood and Clark Hetherington broached the Play Activities Program, they gratefully scuttled the old and took on the new. Thus the physical-education pendulum in the United States swung to the opposite extreme. Where before we had nothing but dull, tedious, robotlike exercises, now we had nothing but a program of games, unadjusted to the needs of the child, without consideration of individual differences and merits.

Through the twenties and thirties we were stagnant. Europe armed, trained its youth for world war, and we planted trees, worried over our leisure time, and averted our eyes. That our youth emerged from our schools physically uneducated and socially and emotionally unadjusted did not furrow our national brow.

Then came the forties, Pearl Harbor, and our sudden dramatic entry into the war. To our chagrin and sorrow, we discovered that many of the youths we had ignored were unable to fight for us, and the children in our schools were likewise unfit for present and future emergencies.

America Awakens

The national finger pointed to our educators and they began to seek the solution. The government said to them, "Here are your aims, you find the means." A few timid souls breathed, "Maybe a system, a course of study, a method, a plan, a program?" But this suggestion was cried down with the usual time-worn objection. "You'll inhibit, you'll stifle, you'll curb the freedom of our children, you'll turn our schools into a Hitler Jugend."

But we say and with good reason, "Why not an American System?" Observe our country's history. When our forefathers won independence, they attempted to guard against restrain-

ing orders, reminiscent in any way of England's rule, by accepting the faulty Articles of Confederation: a system vague and indefinite in construction and offering little to direct them.

It was not until they framed the Constitution, until they wrote down in frustration what was to be obtained and how they proposed to obtain it, that the American people really won freedom. Then only did they know that they had a way, why they had it, and how best to use it. They discovered, to their amazement, that the Constitution was not a static thing, but flexible and capable of interpretation according to their needs. And no matter how it was amended, the expression remained basically the same, since the sound ideology behind it never faltered.

The Cleveland Plan

Three years ago, when the Diocese of Cleveland, Ohio, made plans to inaugurate a new program of elementary-school physical education, keyed to the national program of physical fitness, we took cognizance of all this and devised and presented a system we hope is as American as our Constitution.

We realized that specialized coaches cannot be obtained; each classroom teacher would have to teach physical education to her own charges; facilities are inadequate; there is little equipment. But here was all the more practical reason why we should have an organized, thought-out plan, a system for the classroom teacher to follow; activities designed for any space, even though it be classroom, hall, or parking lot; and activities needing no equipment or only that which is inexpensive or school-made.

We reasoned: The ultimate aim of all education is to educate the whole man; to teach his intellect to seek the truth and his will to seek the good; to teach him to be socially adjusted and physically capable. Necessarily then, this American system must aim to satisfy the biologic and social needs of growing, developing children; second, to cultivate in them, wholesome qualities; third, to foster an interest in activities for childhood's free play time and the recreation of adulthood.

The objectives must be specific, practical, within immediate reach; they should be important only to the degree that they contribute to the aims. To avoid confusion, they must be featured under those activities that will best effect their accomplishment. And this or that activity must not be thought of as the whole of elementary-school physical education to be cultivated to the exclusion of all others. The reason is twofold.

Children are not all alike. Emphasis on one activity might interest some and bore others. The attention of the uninterested will be half-hearted, and little or no mental or physical stimulation will result. The fulfillment of the aims equals the realization of all of the objectives and these objectives are best attained through certain types of activity. Obviously, to attain the desired effect, they must be included in each and every graded program.

Necessary Activities

Thus it came about that the following four activities were decided indispensable to an adequate, well-balanced system of physical education:

Calisthenics, repeated rhythmical movements designed to develop the strength, gracefulness, and control of the body. Primary-grade calisthenics are offered in the form of mimetics. Three of the five objectives are: to develop and stimulate body system; to favor good posture by strengthening the muscles of back, chest, and abdomen; to limber and condition the body for the vigorous activity of games and dances.

Free Movement in Circle Formation, the practice of the natural fundamental movements used in everyday life. Objectives are: to perfect performance of walking, running, hopping, etc., by increasing skill in motor efficiency; to develop a sense of time and rhythm.

Rhythmical Activities, singing games and folk dances, which afford vigorous physical activity, and, at the same time, inspire an appreciation of the traditions and customs of peoples from which they spring. Included in the eight objectives are: big-muscle activity; development of grace, control, strength, ease, balance, and poise; cultivation of those qualities—courtesy, consideration, tolerance, etc.—that make for harmonious living.

Games, big-muscle activity, adaptable to classroom and playground. They should be suited to the growth and development of the child, easily mastered, and entirely satisfying. Of the nine objectives, training in fundamental skills, practice in individual skills, encouragement of team co-operation and wholesome competition, love for the game, and the development of leadership and followership, head the list.

But teaching physical education to blithe, restless, very much alive youngsters can be a joy or a task performed in fear and apprehension. A physical education period brings laughter, fun, and exhilarating activity. Unfortunately, it can also bring confusion, discipline problems, and a deplorable waste of time.

Our system lacked something, then, unless these trying situations were avoided. The following explanation, therefore, of the formations for the four types of activity and their transitions was offered to the classroom teacher:

Let it be understood that calisthenics, free movement in circle formation, rhythmical activities, and games should be included in each lesson and always in this order. As soon as this order becomes familiar, nonessential movements are eliminated. Thus confusion is eliminated and time is not wasted. Calisthenics are known to be first on the program, and the children can immediately place themselves in the correct formation. Familiar with the technique of changing from line formation to a circle, they can ease into the second activity with few directions from the teacher. Since a circle is already formed, the third activity, folk dancing, can begin without further ado.

A Typical Lesson

In a typical lesson, as the class files in, children immediately form into lines, boys in front, girls in back. Children face the teacher and space themselves an arm's distance apart.

*In charge of physical education in the Diocese of Cleveland.

0 0 0 0 0 0 girls
 0 0 0 0 0 0
 x x x x x x boys
 x x x x x x

When changing from a line to a circle formation for free movement, all do not move at one time. Girls in the first line walk forward and stand together with the boys in the first line.

0 0 0 0 0 0 girls
 x x x x x x boys

0 x 0 x 0 x 0 x 0 x 0 x girls
 and boys alternating

Girls of the second line walk forward and stand together with the boys in the second line.

- - - - -
 - - - - -
 x 0 x 0 x 0 x 0 x 0 x 0
 0 x 0 x 0 x 0 x 0 x 0 x
 two lines of boys and girls alternating

The entire first line turns and faces the second line. All join hands, including the girls and boys at the end of each line. With hands thus joined, children step back slowly until a circle results. Children face the line of direction (left side toward the center of the circle).

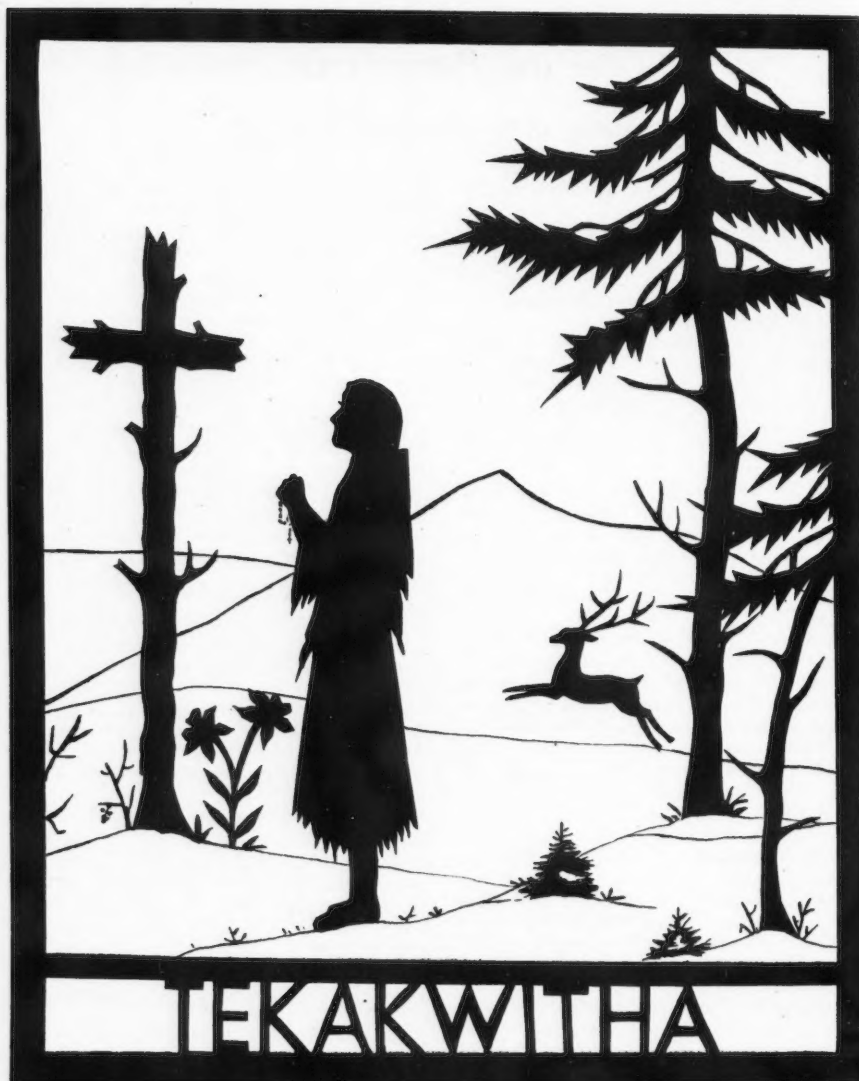
A large number of rhythmical activities require a single circle. If this is the case, the class is in position for the third activity. There are, however, many folk dances requiring partners. When these are used, the transition is simple. All children face the center of the circle. Boys step forward and stand in front of the girls to their right. Boys face the girls.

If a simple line relay is on the program of games, all children face the center of the circle. The teacher appoints captains. The captains step from the circle and take their places a good distance away. The children in the circle then count off according to the number of captains. The ones line up behind captain one. The twos line up behind captain two, etc.

Other game formations were described in like manner. With the help of these time-saving formation techniques, a classroom teacher easily can include in one period the four essential activities. A first-grade teacher, for instance, might give five minutes of a twenty-minute period to mimetics, three minutes to free movement, seven minutes to a folk dance, the *Shoemaker's Dance*, and five minutes to a game, *Squirrels in the Trees*.

The System Works

Yes, this American system is justified, practical, and it is working. Look to the proving grounds. See the response. Watch how easily the techniques are mastered by children and classroom teacher alike. See the grace and poise, bodies strong and erect with muscles firm and well toned, eyes alert and faces aglow with health, the alive self-confident manner, the wholesome enjoyment of vigorous physical activities. Notice the gratitude of the parents as they watch their children learning to play together as socially and emotionally adjusted individuals. Note, if you will, the by-product, the increased enrollment in our parochial schools.



A Silhouette Cut-Out by Sister M. Juliana, P.H.J.C., Angel Guardian Orphanage, Chicago 45, Ill.

KATERI TEKAKWITHA

Deep in the cool, pleasant forest,
 Where the shy deer takes its flight,
 By the blue river of towering mountains
 Lived Kateri, fair maid, in God's sight.

Pure as the lily at morning
 Clothed with the dew of night,
 Her innocence reflected the splendor
 Of bright purity's dazzling light.

Fairest of daughters among Mohawks!
 First fruit of missionaries' zeal,
 Whom virtue and Christlike example
 Drew strongly with loving appeal!

Ever to follow the Master,
 Even to Golgotha's height,

Was her aim and joy in all striving
 Though treachery was dark as night.

Forth from her tribe and people,
 Persecuted and all alone,
 She wandered to strangers far northward
 Who harbored her as their own.

Canada claims now the glory
 Saintly Kateri to keep;
 And countless clients to her take refuge
 With troubles to find relief.

Hail, O fair Lily of Mohawks,
 Dear to America's heart!
 Teach us that we may love, Indian
 Maiden,

As you did, with celestial art!

—Sister Mary Juliana, P.H.J.C.

SELLING EDUCATION

*Brother Cassian, F.S.C. **

RECENT decades have seen in our schools many innovations in both curriculum and plant facilities, which show our constant desire to perfect our system of education. Useful as these developments are, they are not the whole answer to the problem. Used by an uninspired, uninterested, listless teacher the best aids have but little effect.

Learning is essentially an interior process. It is not a pouring in of knowledge, nor is it an exposure to facts and principles. Rather, it is an assimilation by the powers of mind and soul. What no textbook or tool can do adequately, the teacher must do. He must sell education—motivate the student to make the efforts necessary for learning.

Develop Your Personality

It is almost a truism that many people confuse principles and personality. It is quite as true that most (not all) major changes in a person's life come as the result of contact with a personality. Even in the religious life, while it is true that, on the plane of the spirit of faith, we accept the superior's commands without considering personality, yet we know (I speak of human frailty) that, naturally, we find more enjoyment in obeying wholeheartedly a superior who is pleasant and likable. And sometimes even we may find that we assent more easily to his ideas than to those of the superior who, although more logical, does not possess the affection of the inferior. Such is the power of the heart over the mind. If this be sometimes true of us, how much more true must it be of our pupils.

Before we can sell education to the student we must have his respect and affection. A pleasant personality is an asset though not an essential. By making continual efforts to develop himself a teacher can acquire a personality far superior to any that can be inherited. The surest way to win the affection of a student is by having a true, sincere, and honest love for him. Of course, we are not speaking of a weak and sentimental attachment based on the natural attractiveness of the student's personality, but of true love, based on our knowledge that the child is a child of God, that he has a soul which God wishes us to help, that this soul is capable of attaining the highest degree of sanctity and love for God. With such a love, we will not find it difficult to have those sterling qualities of a teacher that every child expects to find: authority, impartiality, constancy, pleasantness.

Love Your Students

Even the most unattractive student has lovable qualities if we but take the time to look for them. This is no easy task. Admitted. But if Christ was a friend of publicans and sinners, can we be less to our students? If, as the Good Shepherd, Jesus leaves the ninety-nine to find the wanderer, can we as the caretakers of His lambs do less for that problem child?

Once an attitude of respect and affection exists, the problem of selling education is

*Sacred Heart College High School, San Francisco 9, Calif.

much easier. However, if this attitude does not exist, all is not lost; even so, with the means that suggest themselves, much may be accomplished.

Motivation Is Needed

In the indoctrination courses, given to all men before their combat training, the armed forces set out a twofold goal: first, to convince the inductees they can do the job; and second, to rouse in them the desire to do it. Briefly, the course aims at giving them confidence and motivation. These are our aims in selling education.

When big business was at the zenith of its power, before the big stick of antitrust legislation began to crack down, the common attitude was, "The public be damned." This same attitude extended likewise to employees. Now, especially under the impetus of labor scarcity, the attitude has changed. Employee reaction is sought, suggestion boxes are put up, efforts are made to improve working conditions, recreational facilities are arranged, etc. Many firms have discovered that this system pays, and they plan to make it a permanent policy.

Sometimes teachers have the attitude of these prewar corporations. Perhaps they may never phrase the attitude but it goes somewhat like this: "I'm the boss and they'd better do what I say"; "No pupil can tell me what to do"; "I won't take orders"; "If they don't like my ways, they know what they can do about it." Dictatorial methods get results—true. But the results are minimal. A spirit of co-operation on the part of the teacher means a like spirit in the class. Not that we advocate the chaos found in the so-called progressive school. Rather, let the teacher be in authority because of the students' recognition of right and duty; not because of mere force. If the teacher can back up his orders with reasons, if he can tell the students why they should be attentive and silent, why they should do their home assignments, why they should be polite and respectful, the results will be far more certain and permanent than if he tells them, "Do this because I say so." Even Hitler got in to his position as dictator not through mere force but because he sold the idea that the German nation could be greater. We should also sell our students on the tremendous potentialities of their person.

Your Sales Talks

The modern student is utilitarian in outlook, but not utilitarian in a completely materialistic sense. Our first effort in the classroom must, therefore, be to line up all the possible uses and advantages (cultural, practical, psychological) of the subject. These advantages should be made as vivid and real as possible by backing them up with examples. This may be done all at once the first day, or gradually over a week or two. If it is done well, the course is half sold. But youth, roused to enthusiasm, soon loses its fire. The teacher must strike while the iron is hot by beginning instruction at once. Sometimes a teacher will delay starting the course for a

day or two to accommodate late comers, or changees. In the meantime the class, bored by this marking time, loses interest. Wood kindled and gone to ash is difficult to rekindle.

A further technique is to explain at the outset (with the attitude, if possible, of giving "inside stuff") the method you have (if any) in grading, what you expect in the line of home assignments, the relationship of daily assignments and periodical tests in the final grade, the value and importance of good grades, and so forth. Some may object that this may introduce a mercenary attitude into the work. Naturally this is only a secondary motivation; but probably it is preferable to have work being done (and learning going on) with a mercenary attitude, than to have no work (and no learning) with a high and altruistic motive. Human nature works more earnestly as the reward in sight appears more valuable. Even the lives of the saints attest to this. Our goals should be such as to satisfy the whole man. And while considering motives, we should never overlook instruction on the fact of study as a duty of state in life for students.

Honey and Vinegar

The judicious use of praise and blame is also an effective means toward selling education. Confidence in his ability is an important factor in the student's learning process. Therefore, praise for work well done, especially for those slower ones in a class who occasionally shower out a few sparks of wisdom, is of tremendous value. However, as in all things, an excess ceases to be good. Reprimands are also necessary but for best results, they should be directed toward a few; they should be aimed especially at those who can do better but are careless and negligent. The most appropriate time for this seems to be when returning corrected and graded test papers. The maxim of St. Francis de Sales about the flies and the honey would be our best guide here.

A man who would work for any length of time without receiving any pay and with no prospect of pay forthcoming would be thought a fool. No one would blame him for quitting. Teachers may believe the desire to learn offers sufficient incentive but, in the student's eyes, grades are the pay for their efforts. With this in view, we should correct, grade, and return most assignments. This gives an air of importance to the work, provides the teacher with an opportunity to point out errors, gives the teacher a continual record and check on the progress of the student, and offers a point of contact whereby he can show interest in the student's work. A student who would persist in doing his work regularly in spite of certain knowledge that his papers are regularly consigned to the wastebasket would be heroic.

Reasonable Recognition

The grade on the report card should never be a completely unexpected shock to the student. If the student receives a grade he never anticipated, the effect is voided. He excuses himself, says it was unjust, and continues on his way as before. Sometimes parental discipline is lax, in which case absolutely nothing is accomplished. The student must know why he received a low grade and how a recurrence can be prevented if any good is to be accomplished. And the teacher, not the office, is the only one who

(Continued on page 172)

The CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, PH.D., LL.D.

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Looking Forward to the New School Year

Let us look forward confidently to the new school year. On May 2, as this is written, all the forces in Italy have unconditionally surrendered, and the President expresses his appreciation to General Clark and his men. May we never forget the Americans who gave their lives so that the events of today might be possible.

There is increasing evidence of the deterioration of the fighting forces and of the civilian economy of the Reich. There is the Hamburg report of Hitler's death, and our only interest: Is it certain? The world has lost faith in the perverted nation of the "Big Lies."

MacArthur's troops are on Borneo. The fighting zone in Okinawa is getting smaller and smaller. Tokyo is paying daily for the sins of its rulers, as did Berlin. With Rangoon's capture now imminent, Burma will be free.

From the war we turn to the Golden Gate of San Francisco. How the newspapermen and radiomen played up the differences on mechanics; but, today, newspapermen and radiomen are sure that the result is going to be good—very good. It will not be a perfect piece of work—as indeed, what human work was ever per-

fect? It will express our present faith and our larger hope. In this spirit we should close this year and look forward to the new school year. The teacher must realize how great is her opportunity to help each individual in her classes to "gain the painful inch." We are building a world, we trust, where every individual counts. There will be no forgotten men! And the educational and spiritual level of all men must be raised, if the spiritual level of the world is raised. — E. A. F.

The United Nations' Peace Organization

Whatever comes out of San Francisco will be good—good as far as it goes! It should be received sympathetically and with understanding. Teachers all over the world should carefully study it, especially this summer. Students leaving school this June should know about it, and what gains have been made.

It is a foundation only. Men and women, boys and girls of good will everywhere will strive both to improve the foundation and build a superstructure of durable peace. We have learned in the past few weeks how thin indeed is the veneer of civilization. We have seen what is probably the most schooled nation in the world sink to incomprehensible levels of bestiality. The gains of civilization can be so quickly lost!

Honor among nations was flouted in the big lie—and more effectively by the force of arms. The myth of racial superiority was as effective as if it were the truth. Education became an education of death.

If we can sink so quickly to such depths—in a single generation—how alert we must be with every evidence of perversion and aggressive force. In the long run, nothing short of the organization of the whole world can meet the challenge of new Hitlers in old Germanys. This is why San Francisco is so important, and that is why the educational forces of the world must be eternally vigilant.

We have seen that the complete loss of the veneer of civilization is possible in a single generation. The gains required centuries to achieve—and in the perverted countries, it will take long years to regain *permanently* the losses. We must constructively build in support of all forces of good will. We must understand more completely the moral and religious nature of man. We must learn how man through his self-activity can grow not only in knowledge but in virtue and humanity. Education must be more than learning lessons from textbooks, passing examinations, or attending classes and listening to the wise words of teachers. It must be the highest formation of the individual human being by a process of self-activity, based on self-knowledge, leading to moral self-direction. — E. A. F.

The Success of Nazi Education

Probably the most effective actual educational system ever devised by man is the educational system of Hitler's Germany. It has achieved its goal with a completeness and perfection that suicidal Germany attests. It has achieved, in a single generation, a complete transformation of a people—or, was it rather, full revelation and development of the real character of the German people?

What are some of the characteristics of this amazingly successful system?

1. It was an organization of a life.
2. It used all the life of the individual for its educational program.
3. It built on self-regard—egoism, if you please. It raised the self-value enormously.
4. It used symbols of high emotional suggestion with great effect.
5. It used a very narrow range of knowledge or pseudo knowledge, and reduced it to the form of slogans and catch phrases.
6. It used summertime and out-of-school hours for educational purpose.
7. It excluded conflicting ideas as far as possible.
8. It provided ample social rewards for educational achievement—the making of a Nazi.

Nazi education is only another piece of evidence that education is merely a means to an end. It serves indifferently good ends or evil ends. It will make a Nazi, and it can make a Christian. We need to examine most carefully just what the Nazis did, and see whether we can apply to the constructive making of men, the educational means. It might be helpful, too, to examine the use by Russia, of educational means in the making of Communists. We need to examine our educational means for making citizens in a Christian commonwealth, to find out why we are not more successful. Occasionally, in your meditation in the summer, turn to the above list of characteristics of Nazi educational methods and discover the basis of its success on its devilish objects. Then, ask yourself: What education will make the Christian? What practical methods can be substituted for many of our ineffective methods? Let us just try! — E. A. F.

TRAINING SAVES A LIFE

Carolyn, an eighth-grade pupil in the Little Flower School at Indianapolis, Ind., came home in high spirits after her sixth lesson in a Red Cross Junior First-Aid Course, which she was taking with her Girl Scout troop. She was telling her parents about artificial respiration when a small gasping sound came from the bedroom. Rushing in, Carolyn found her baby brother tangled in the bed clothes, face down, and perfectly still. Father and mother called the doctor and the rescue squad, but Carolyn applied artificial respiration and soon had the baby breathing. Carolyn, a 12-year-old girl, had saved her brother's life.

Practical Aids for the Teacher

Teaching the Life of Christ Directly

*Brother Basil, F.S.C. **

I. Origin of the Method

This should be called the "Spite and Growl Method" for it is the outcome of the spite of a failing catechist and the growl of a rebellious, discontented student. It was forced on the writer by his complete failure to interest high school juniors in the life of Christ. He tried to lecture to them, but soon the initial interest fell into the most disconcerting passivity; he then stocked the shelves of the catechetical library with the best comments on the life of Christ but they were found too difficult, too childish, too dull. So, soon the hopeful glare of enthusiasm died out, and again the catechist and his class were in the lurch. While the class was thus wading painfully through the slough of discouragement, a discontented but inspired student startled the ruffled teacher by shouting: "What do we care what the holy Gospel means to so-and-so. His comments do not apply to us; they do not solve our life problems; they do not explain what we see, hear, witness daily at home, in the school, and in the street. Why can we not consult our Lord directly without the interference of so many commentators?" Out of this frank and intelligent sally was born the "Meditation Method."

As a matter of course, every student purchased the New Testament as revised by the Confraternity of Christian Doctrine; outline plans were prepared, and every student started eagerly to write his own and personal "Life of Christ."

II. Basic Principles of the Method

The impromptu burst of an intelligent and ambitious student was a cry of nature, which brought forth a method based on the following valid philosophical and pedagogical principles:

1. The Gospel text is both simple and complex, easy and difficult; it contains a message too deep for the learned scripturist, but simple enough for the untrained mind; it supplies abundantly the needs of every earnest heart.

2. The practical applications of the Gospel adapt themselves to actual personal circumstances.

3. Catholic high school juniors have a sufficient doctrinal background to apply the lessons of the Gospel to their own practical problems.

4. Direct contact with the sources of learning flatters a maturing intelligence, and stimulates a growing will.

5. The intellectual pride of the young researcher soon abates, when he realizes his limitations in textual and doctrinal interpretations; then the assistance of the catechist and of the reference books is highly appreciated.

6. Through this process, students contract the habit of solving their life problems in the light of the Gospel.

7. The reading of the holy Gospel makes young men conscious of the action of Christ on their life; the students feel that the divine Counselor goes about more active than ever distributing counsel and grace according to the needs of the moment.

8. Thus the boredom of the religion period is transformed into an active meditation of the holy text and an application to present personal needs. The 45-minute period is too short and work is continued out of class and in the home to the great edification and profit of parents. There is a fair promise that this "pen-in-hand" meditation will be continued in after life.

9. Far from being new, this method has long been used successfully by the specialized groups of Catholic Action. The educational system of St. John's College, Annapolis, Md., is based on direct contact with the great world classics through reading and guided interpretation. May we not apply the same method to the "Divine Classic"?

III. Application of the Method

There is no one way of distributing the

New Testament for textual meditation. The following division, based on the needs of the class, may be changed under different circumstances and with a new group of students.

The New Testament is divided into 32 units, one for each school week, as follows:

1. The Infancy of Christ — one unit.
2. The Sermons of Christ — two units.
3. The Parables of Christ — six units.
4. The Miracles of Christ — six units.
5. The Passion of Christ — two units.
6. The Risen Christ — two units.
7. The early life of the Church (Acts) — ten units.
8. The teaching and mission of St. Paul (Epistles) — five units.
9. The teaching and mission of St. Peter (Epistles) — two units.
10. The teaching and mission of the other Apostles — two units.

Another suggested division could be based on the social contacts of Christ: Christ and the poor, Christ and the sick, Christ and the sinners, etc.

We could also use our spiritual needs as the basis of another distribution of the text: Christ and prayer, Christ and the trials of life, etc.

IV. Illustration of the Method

As a concrete illustration of the method we shall give a basic outline of one of the



The pupils in the kindergarten at St. John's Parish School, Waynesville, North Carolina, salute the flag every day. The boy is pointing to North Carolina's star in the flag made by the children.

*St. Michael's College, Santa Fe, N. M.

units (space does not permit to print the actual meditation of one of the students).

Seventh Unit—The Parables of Christ—Part Four

1. Contents and Sources

- a) The Barren Fig Tree (Luke 13:6-9).
- b) The Lost Sheep (Matthew 18:12-14; Luke 15:4-7).
- c) The Lost Coin (Luke 15:8-10).
- d) The Prodigal Son (Luke 15:11-32).
- e) The Unjust Steward (Luke 16:1-13).
- f) Dives and Lazarus (Luke 16:19-31).

2. Map—The Third Year of Our Lord's Life (Wall Map)

3. Interpretation

- a) Locate on the map the places connected with these parables (Seraphim, p. 54).
- b) Summarize each parable.
- c) What does each parable mean to you?

- To the world of today?
d) Quote inspiring passages that you would like to remember.

4. Realia

- a) Locate each parable in the liturgy (Seraphim, p. 54).
- b) Quote the corresponding collect.
- c) Compose a short prayer on the model of the collect that expresses your present needs.
- d) Compose a parable applying the lessons of one of the parables of this unit to modern conditions.
- e) Collect some pictures or literary quotations that illustrate the parable.

5. Notes

- a) Be accurate in quoting. Give evangelist, chapter, and verses.
- b) Type or print your final manuscript.
- c) Use good grade paper.
- d) Bind your unit when approved.

A Unit on Creative Poetry

*Sister M. Remigia, O.S.B. **

One of the specific functions of the school and of all education is to guide pupils in acquiring a correct appreciation of beauty, the products of art, and, in general, the more refined elements of civilization frequently known as "culture." Such guidance should lead the pupil to acquire a clear and true idea of the beautiful. The pleasure and enjoyment that flow from the possession of a knowledge of the beautiful should lead to a critical appreciation, and, should stimulate the individual to express whatever talent God has given, be it ever so little.¹

Let us center our attention on the art of poetry. In assigning paraphrasing and memorizing, especially long poems, the teacher must be cautious not to overestimate the powers of the very young. Memorizing long poems is distasteful to children. In addition this method kills thought and love for poetry, particularly if the selection had not previously been read and interpreted to them. The result is that the class acquires a permanent dislike for anything that pertains to the art of poetry, and usually there is not much that anybody can do to remedy this situation. Normally, children's hearts are captivated by anything that is beautiful provided it is presented in an interesting manner.

The following activity was worked out with a class of fifth- and sixth-grade pupils who had never attempted creative poetry before.

The first and very effective approach was the reading of a simple selection with correct emphasis on rhythm and in a pleasing and well-modulated tone of voice. This was repeated for several periods, selecting a different poem for each occasion. This reading might take place either during the reading or English period. The class enjoyed this and looked forward to the pleasant treats that their English and reading periods held in

store for them. At this point the teacher realized that she had accomplished one of the most important parts of her objective.

The pupils then began to ask questions about the poems, collected selections, brought in poems, and asked the teacher to read their favorite selections for the enjoyment of the entire class.

When the pupils' interest was stimulated and firmly centered on the theme of each selection, the teacher called the pupils' attention to the three properties of a poem—rhyme, rhythm, and pattern which make for beauty in poetry.

The next step was the illustration of the nature of rhyme; care was taken to point out the fact that rhyme pairs up or couples the verses or lines involved. For example, if in a stanza of four lines the last words were: *miss, bliss, life, strife*, the first word would rhyme with the second, and the third with the fourth.

In teaching rhythm the pupils were asked to observe the regular succession of long and short syllables. (With pupils in the upper grades, the terms accented and unaccented should be used.)

Example:

When fór the first time yóu háve héard
The Máster's sweet and géntle cáll,

If the subject is presented properly, pupils will be swayed by the power of rhythm, which, after all, is really a part of their nature. Here the teacher suggested soft tapping of feet or clapping of hands with regularity in motion, while she read one of the favorite selections.

Then the pupils' attention was called to the setting of the pattern. Several illustrations were written on the blackboard. The fact was pointed out that, in a pattern like a a, b b, c c, lines one and two rhyme, three and four, five and six; in pattern a b, a b, lines one and three rhyme and lines two and four.

After the teacher taught the patterns of rhyme she explained to the class that vowel

sounds and consonants at the end of the rhyming words must be identical while the preceding consonants must be different. For example, *ran* rhymes with *fan*, *fight* with *right*, *stare* with *scare*. *Hear* did not rhyme with *bear* even though the last part of the second word is spelled the same as that of the first. The sound here is the important factor.

Pupils were amazed at the wonders and surprising beauty that was hidden or enveloped in poetry. No doubt they had always been fascinated by jingles and Mother Goose rhymes; but now they knew the techniques and had their own tools with which to start to compose their own little verses and jingles.

In recognition of the varying differences of the interests of the pupils, the teacher asked what they wanted to write about. The brighter group volunteered immediately. As each pupil offered his suggestion the teacher wrote the title on the blackboard. Most of the titles referred to objects that were within the reach of the average child's experience. My Little Brother, Our Cherry Tree, The Brave Pilot, The Little Lark, Two Pals, My Puppy, My Darling Mom, are among the most common types of titles that pupils love to select. The brightest pupils preferred to select titles of a more attractive and specific nature. The following titles all have reference to birds: God's Little Worker, The Wanderer, My Hero, Little Lightweight, The Flight.

The pupils who contributed titles were ready to tell the class what they intended to say or write about the object or person to whom the title referred. (Not necessarily a verse.) If he intended to write a stanza of four verses or lines he gave at least four sentences. If the first line was not rhythmical enough, the teacher asked the child to improve it or called upon another to assist him. This procedure was repeated with each line; class co-operated and teacher guided. With beginners it is best to take the aa, bb, rhyme pattern; four-line stanzas and no more than two-stanza poems.

For the benefit of the pupils who had trouble with rhyme the teacher asked other pupils to suggest pairs of words that rhymed. As the contributions were made the teacher wrote these words on the blackboard as follows:

wall	bread	hair	bee	grace
tall	spread	fair	tree	lace
clay	fly	nest	king	
way	sky	rest	thing	

Bearing the pattern and rhythm in mind the bright pupils produced surprisingly beautiful lines. The children less talented in this line of work needed individual attention. After they got an idea of what they were expected to do, the teacher proceeded to work with them in group.

The following is a co-operative poem produced by such a group of fifth and sixth graders.

THE GREAT OAK

Hidden in an acorn small,
Was an oak tree tall,
But now it hides the star
That is up so far.

Oh my, what a great delight,
To see such a sight,
Oh God, we give thanks to Thee
For this great oak tree.

Below are specimens of individual's poems as a result of the children's first attempt at creative poetry.

*SS. Cyril and Methodius School, Joliet, Ill. The unit was carried out at St. Joseph's School, Cudahy, Wis.

¹A Catholic Philosophy of Education, Redden, John D., and Ryan, Francis C. (Milwaukee, Wis.: The Bruce Publishing Company, 1942), p. 301.

SPRING

In spring we hear the bird's sound,
Summer is coming around,
Children are happy and gay
For in the sun they can play.

The flowers are all in bloom,
For the pretty bride and groom.
The flowers and nice green lawn
Invite all at early dawn.

NOVEMBER

For the poor souls we should pray
During November every day.
We ought to pray that they may go,

To the far better place we know,
Then, when we are about to die,
They will aid us at our last sigh.

THE SKY

The sky is blue today,
The moon will peak at end of day.
The stars will shine at night,
And make all things bright.

SANTA CLAUS

Santa comes but once a year
So kindly wait and do not fear,
He is getting things ready
For you and the little lady.

CHRISTMAS DAY

Church bells are ringing,
All choirs are singing,
Christ the Lord is born
This happy Christmas morn.

MY MOTHER

Oh Jesus dear, I came in to say
A prayer for my mother today.
Oh, she is so kind and mild,
Even though she's very tired.
She manages each day
For me a little prayer to say.

ST. PETER

*Sister M. Eulogia, O.P.**

When Jesus saw St. Peter
By the sea of Galilee,
He called to him and his brother
And said, "Come follow Me."

With wonder then they listened
And hastened to Jesus, when
He said, "Stop fishing just for a living:
I'll make you fishers of men."

The Apostles saw His miracles
On the deaf and dumb and blind,
And to their great amazement
Before long, they, too, did find

That they could cure all illness
And drive devils out from men,
And Christ sent them out by two and two
To do like wonders then.

But only by Christ's power
Were these miracles performed;
For once, when Christ was sleeping
In a terrifying storm,

The Apostles waked Him hastily,
"Oh, save us, Lord," they cried.
"O you of little faith, why doubt?"
But the waves did then subside.

Then once did Jesus wish to test
The Apostles' faith and love
And asked, "Who do men say I am?"
And St. Peter, inspired from above,

Cried out, "You are the Christ,
The Son of the Living God!"
Then fell at the feet of Jesus,
Having seen His approving nod.

And Jesus loved St. Peter
And kept him close by His side,
For He wished to make him His vicar
In His kingdom, a whole world wide.

He took him up to Mount Tabor
With James and his brother John,
And was transfigured before them,
And they fell flat to the ground,

For they could not look upon Him
In His shining robe of white;
And Peter cried out to Jesus,
While the brightness dazzled his sight:

"O Lord, it is good to be here;
Tabernacles three we shall build,
[For Moses and Elias were with Jesus]
And with glory Your house shall be filled."

But as Jesus went down from the
mountain,

"Tell no man the vision," He said,
"Till the Son of Man
Be risen again from the dead."

The Lord loved St. Peter dearly,
For he was impetuous and bold;
There was nothing lukewarm about him;
He was always hot—but not cold.

And the Gospel tells the story
Of the time Christ walked the sea,
And St. Peter shouted loudly,
"O Lord, if truly it be

Your own dear Self, oh, bid me
Come out to You on the wave!"
"Come!" said the Master gently
And reached out His hand to save

The ever-hasty Apostle
Who caught at the hand He gave;
For he sank when he doubted Christ's
power
Yet escaped a watery grave.

And although he denied His Master
As he stood in the soldiers' hall,
He wept ever after bitterly,
When his weakness he did recall.

They say that whenever the cock crowed
The tears would gush to his eyes,
And caused furrows deep in his cheeks,
As he grieved for his awful lies.

But after the Resurrection
The cowardly part he played
Was forgiven and forgotten by Jesus,
Who called him to His aid.

He made him His chief shepherd
And gave him the heavenly key
To open His kingdom to contrite souls
Who repent with humility.

"Do you love Me?" asked the Master
Of St. Peter. He could only weep.
"Yes, Lord, You know I love You."
"Then feed My lambs, My sheep!"

And St. Peter preached about Jesus,
And holier he ever grew,
And miracles many he wrought,
And even the shadow he threw

On the sick, as he passed down the
street,
Brought health where illness had been;
And people by thousands he converted
When he preached in Jerusalem.

But finally to Rome he journeyed,
Where he established the Papal See,
And where his successors are numbered
Just two hundred and sixty-three.

Then one sad day Peter weakened
When he learned the death he must die;
And he hastened to leave the city,
But he met a man drawing nigh.

On His shoulders the Cross of Calvary
Bent low the frail sacred form,
And "Quo vadis?" escaped from St. Peter
On that ever-memorable morn.

"To Rome I go to be crucified,
Since My vicar hastens away."
"O Lord, I return to my duty;
I'll be crucified this very same day."

Thus St. Peter died for his Master,
But in his humility,
He begged to be crucified downward,
And thus was he nailed to the tree.

So when we arrive at the heavenly gate,
As all of us hope to do,
We shall be welcomed by St. Peter
As a friend whom we always knew.

*Holy Rosary School, Minneapolis 4, Minn.

Making English Minutes Count

John H. Treanor *

Teachers of junior-high-school English, confronted by so many demands upon their time, concede with reluctance their inability to cover the requirements of the subject. Activities brought on by the war as well as by the growing number of obligations hitherto assumed by parents and other agencies have reduced actual teaching to a dangerously low point. Teachers of English, too, are forced to relinquish more and more time to other studies in the curriculums. Hence, as a matter of self-defense, teachers must make every minute count.

In an attempt to solve this problem, the following allotment of time proved useful:

Opening exercise	5 minutes
Homework	5 minutes
Grammar or composition..	15 minutes
(test on Friday)	
Literature	15 minutes

Such a division of time assumes a forty-minute period and can be used in a five-period or a seven-period weekly program. While the greatest latitude is often necessary and proper, attention to a time schedule even as simple as this will permit teachers to cover the most important phases of English.

The initial five-minute period, called for want of a better name the opening exercise, should be a significant and valuable part of the entire lesson. It has two important functions: it puts a class, on its own responsibility, immediately to work; and it serves as a necessary drill, under supervision, on work previously taught. To prevent valuable time from being lost within the classroom, the teacher, during corridor duty for filing, must evolve for the remote control of the class an inflexible device, thoroughly understood by the pupils and demanding their immediate attention. The work may be the writing of a letter, five sentences in grammar, an exercise in rhetoric, the writing of a couplet, the study of a few vocabulary words—all with a common condition: it is drill upon work previously taught. As such, the assignment can be left to the class, until the teacher upon entering the room makes the customary check and review.¹

The second subdivision concerns the evaluation of the homework. Time being so short in school, substantial home study must be demanded, with a consequent check by the teacher. Tempted by eagerness to pursue more interesting topics, teachers are prone to skip the homework, often collecting it for a superficial examination or for the wastebasket. And sometimes such a procedure is not objectionable. But pupils who spend an hour or more on English outside of school have a right to expect a more than passing interest in their labors; and teachers concerned with pupil progress have here a convenient scale of achievement. Hence, a review of the homework, rapid, emphatic, and, generally, oral, must be a part of the English period. A

teacher may, to great advantage, seize upon one section of the homework, perhaps the most difficult, and concentrate for a few minutes upon that narrow phase. Unless in work which lends itself to individual marking by the pupils, a teacher should not attempt, during class time, to grade an entire set of home lessons. In passing it ought to be said that it is almost impossible to teach English, or indeed any other major subject, without time after school, when a better review of home lessons and the correction of individual errors is made possible. During the English period, however, formal notice of home assignments must be made.

The third subdivision is the first of two 15-minute periods and is probably the most important time interval of the whole English program. It is here that the teacher drives home those new phases of English that require the best teaching. Here experience, skill, technique show up to greatest advantage, and happy is the class whose teacher, having planned a small but significant piece of work, is able to present it forcefully and thoroughly. As suggested above, grammar and composition share an equal part, the time on Friday being reserved for a weekly test, short but informative. Thus, for advance work, four 15-minute periods are about all that teachers can expect

from the entire English program (unless a seven-period weekly schedule is used). It is not the purpose to review here the techniques and methods of teaching English, but simply to show that, when broken down into manageable units, the time available for actual teaching is very short—and therefore must be wisely used.

The fourth subdivision is concerned with all that comes under the name of literature. A teacher has thus five 15-minute periods a week in which to discuss, for example, "Ivanhoe," "The Lady of the Lake," a book of short stories, a play of Shakespeare. Here again, the time allotted is incredibly brief and must be put to the best advantage. Thrice blessed the pupils whose teacher arouses in their hearts a true and lasting enthusiasm for good books—in 15 minutes a day.

A division of time, such as discussed above, has this great advantage: it requires careful preparation and makes the significance of every minute quite apparent. Not forgetting the old Latin saying, *Festina lente*, teachers, in these days of frequent interruption, cannot afford to overlook the relationship between thoughtful planning and pupil achievement. Pursued vigorously and without waste of time or energy, the teaching of English may thus yield a greater harvest. And while English may be taught successfully by assigning a whole period of forty minutes to grammar, another to composition, and another to literature, it is more than likely that greater results, with better pupil participation, can be obtained if interesting, purposeful subdivisions, occasionally scuttled for extraordinary events, are the daily fare of teachers and pupils alike.

CATHOLIC BOOK WEEK—NOV. 4-10

THE CATHOLIC LIBRARY ASSOCIATION is again this year sponsoring the observance of CATHOLIC BOOK WEEK. The 1945 promotion will be made from November 4 to 10, inclusive.

The national director, Brother J. Sylvester, F.S.C., of Christian Brothers College, St. Louis, Mo., announces that a more fully country-wide observance than has been attempted heretofore is well under way. Complete organization has been established in 37 states, and it is justifiably believed that like arrangement will be made in the others.

CATHOLIC BOOK WEEK is the project of THE CATHOLIC LIBRARY ASSOCIATION. Inaugurated in 1940, it has received the approbation of many Bishops, and it has been celebrated annually, with mounting enthusiasm, since its inception.

The principal objectives of the observance are: (1) to bring into the clear the magnificent role of the Catholic Church, through the centuries, as patron and promotor of good literature; (2) to pay tribute to Catholic books and their authors; (3) to impress Americans with the wealth of entertaining, informing, and inspiring books written in a thoroughly Christian tone, whether by Catholics or others; (4) to express appreciation of the efforts of the publishers of Catholic books; (5) to encourage authorship on the part of Catholics.

The theme of the 1945 promotion is KEYS TO WORLD PEACE—CHRISTIAN BOOKS.

An attractive poster will be ready for distribution by September 1. It will be selected

as the result of an All-American Poster Contest now being conducted jointly by THE CATHOLIC SCHOOL JOURNAL and THE CATHOLIC LIBRARY ASSOCIATION in the Catholic high schools and colleges of the United States and Canada. This Contest opened on April 15 and it will close on June 15.

While neither overlooking nor minimizing the importance of the promotion in the schools and colleges, the Book Week Committee is this year placing greater emphasis on the adult phases of the observances than in the past. Grownups and other out-of-school people are being urged to take a more active part in the affairs of the week. To this end, the Committee is looking hopefully to families, diocesan and parish organizations, hospitals, fraternal and social groups, libraries (public and private), civic organizations, clubs, book shops, department stores, and so on.

Suggested activities are Book Fairs, book exhibits, assemblies, lectures, panels, pageants, dramatizations, pantomimes. Book Week teas, radio announcements and programs, book reviews, book review contests, the showing of posters and slogans, poster and slogan contests, the taking of orders for Catholic books, the giving of Catholic books as Christmas gifts, and many others readily suggested to those really interested.

Further information will be supplied, upon application, by either Miss Dorothy E. Lynn, secretary of THE CATHOLIC LIBRARY ASSOCIATION, P. O. Box 346, Scranton 1, Pa., or Brother J. Sylvester, F.S.C., national director of CATHOLIC BOOK WEEK, 6501 Clayton Road, St. Louis 17, Mo.

*Washington Irving School, Roslindale, Mass.

¹For a detailed discussion of the "opening exercise," see, by the same author: "Letter Writing," CATHOLIC SCHOOL JOURNAL, November, 1944.

Map Deductions: a Challenge to Logical Thinking

*Sister M. Josephine, O.S.F. **

IN MY observation of teaching, often it has occurred to me that, in the approach to the study of new countries or continents, available geography maps should be used to greater advantage. Isn't it true, that in addition to acquiring a knowledge of geographic facts, we wish to develop the child's mind in straight thinking? Should he not be trained to recognize relationships between surface features indicated on the map on the one hand, and important elements of climate, crops, population, industries, seaports, etc., on the other? Just give it a trial, and you will be surprised how much accurate knowledge the child can be taught to infer from map reading before he has read the text. We present a possible approach of this type to the study of the continent of South America.

The large school map of South America is hanging in front of the class. The pupils may have their textbook map before them.

TEACHER: Do you like the color scheme of our map of South America? Have you seen similar colors on any other map? (Lower another available map showing the surface features of some country or continent.) I wonder what the various colors represent?

What altitude is indicated by a dark green? By a lighter green? By very light brown? By deep brown?

What, then, could you guess concerning the altitude of the Amazon Basin? How high are the mountains along the west coast of South America? Find and name the highest peaks.

What did we learn concerning an important relation between altitude and climate? (List this important principle on the board.)

Let us locate and name the wind belts of South America. Come to the map and show the direction of the Trade Winds. Show the direction of the Westerlies. Is there anything to interfere with the direction of these winds?

Which winds bring much rain to South America? Why? How many inches of rain fall annually in the Amazon Basin? What does the color scheme of the map indicate concerning the amount of rainfall in other parts of South America? Why would you expect the rainfall in the Amazon Basin to come almost with clocklike regularity? From our text we shall learn that people living in this region actually use the time of rain much as we make use of the clock to schedule our work.

What type of rainfall could you expect on the windward side of the Andes? Why? Compare with the same type found in North America. Why can the timberline move so far poleward in North America? What types of trees do you expect to find there? Why is the large part of Argentina just east of the Andes dry?

What type of rainfall do you expect in the Amazon Basin? Why? Do you see why businessmen schedule their meetings "after the shower"? Do we have the conventional type of rainfall in the U. S.? Where?

So far, the third type of rainfall was not

mentioned. Could you expect cyclonic rainfall in South America? Justify your answer. Will this type of rainfall be greatly appreciated by the farmers? Yes, because the soil can absorb it much better than the thundershower type. In which latitudes do we find this rainfall? Why?

The Westerlies are called the "Roaring Forties" in the Southern Hemisphere. Could you surmise the reason? (Here the valuable principle of land taking on the heat more rapidly and giving it off more rapidly than water should be recalled and emphasized.)

Many times before the study of South America have we studied the shifting of the windbelts. Could you point out on the map how the two major windbelts shift? How does this shift affect the rainfall in various parts of South America?

How large a part of South America is in the tropical zone? How many seasons would you expect in this large section? How does the shifting of the windbelts help to define these seasons? How many seasons do we have in the United States?

Most trees need at least 25 inches of rainfall per year. By referring to the map and the rainfall maps of South America, would you guess where the densest forests are found? Tropical forests are hardwood trees. Could you name some? Why are tropical woodlands not fully used?

Now let us look at the lay of the mountains. — Yes; the highest and longest ranges extend along the west coast of this continent. How does the direction of the mountain ranges affect the direction of drainage? Prove your guess by reading from the map the names of the most important rivers of South America. In each case explain the direction of drainage.

Does the mouth of the Amazon resemble the mouth of the St. Lawrence? Why? There is a different reason for each. Compare the deltas of the Amazon and Mississippi rivers. Can you account for the difference in each?

Where in South America would you expect a high development of water power? Compare your answer with a statement concerning the development of water power in North America, in the United States, in Canada, and in Norway.

Of all the regions of dense population in the world, only three of importance lie south of the Equator. They are in South America. Please locate them on the map. What important factor, do you think, made the people settle more densely in some parts than in others? Here the elements of optimum climate may be recalled: (1) It must have cool but not cold winters in order to provide the best possible conditions for mental activity. (2) It must have warm but not hot summers to provide the best possible physical conditions. (3) It must have frequent changes of weather. (4) It must have fairly high humidity except in warm weather. In the light of the climatic and other factors gleaned from the map, explain the density of population about the

cities of Rio de Janeiro, Buenos Aires, Santos, Montevideo, and Valparaiso. Why is the Plata River system of great importance to Buenos Aires? What city on the Mississippi corresponds in position to Buenos Aires on La Plata? What corresponding city lies on the Rhine? What city on the Ganges?

Besides being a center of waterways, Buenos Aires is the leading railroad center of the southern hemisphere, as appears on the map.

How many lines cross the Andes to Chile? What advantage does this railroad connection give Buenos Aires? What fractional part of South America thus can be regarded as tributary to Buenos Aires?

Montevideo has a better natural harbor than Buenos Aires. It is some 125 miles nearer to open sea, and the country lying behind it receives a heavier rainfall. Examining the relief map, explain why Montevideo, although a great city, cannot rival Buenos Aires.

Valparaiso is the chief port of the west coast. Can you infer from the maps what climatic advantages Valparaiso has as compared with the other ports of the west coast?

After one or more lessons in map reading and map interpretation, the pupils are asked to refer to their geography text and to verify their deductions. To find the truth or the lack of accuracy in their reasoning will give them a sense of success and encourage them to use similar procedures in the approach to the study of other countries and continents.

We also would recommend the "fixing" of the most important geographic principles: i.e., an intelligent drill on relationships between climate, surface features, etc., and human activities. Here we present a list of such principles as were involved in the map study of South America.

1. The chief factors which determine the climate of a region are latitude, altitude, mountain barriers, and prevailing winds.

2. Rainfall is among the most influential of the factors that determine where people can live and work efficiently, and where agriculture can be carried on.

3. The fundamental wind system of the earth is the result of the uneven heating of the earth. A belt of low pressure is found at the Equator.

4. Belts of high pressure are found about 30 degrees north and south of the Equator. From these belts flow the Westerlies toward the Poles and the Trade Winds toward the Equator.

5. The wind belts shift with the seasons.

6. The belt of equatorial calms is an area of rising hot air and, therefore, a belt of low pressure and heavy rainfall.

7. Grazing lands have sparse populations.

8. Large level fields, such as Argentina has, lend themselves to extensive farming of wheat.

9. A water-power site should have a large flow, a high head, and a steady supply of water.

10. Trade develops between peoples or nations who can supply each other's wants with goods of which they have more than enough.

11. Good harbors should have sufficient depth for large ships, a good hinterland providing goods for exports, and a market for imports.

12. In the tropics, most of the people have concentrated in areas near the sea or highland sections.

13. Fertile piedmont soils, much sunshine,

(Concluded on page 166)

*St. Francis College, Fort Wayne, Ind.

CHILDREN CAN MAKE THESE GIFTS

*Sister Marie Imelda, O.P. **

In our modern world a tendency to forgetfulness of things religious is in part responsible for the fact that holy water is used less and less in our Catholic homes. A brief meditation on the significance and symbolism of this important sacramental should help to reinstate holy water to the place of honor and everyday use which it held not many years ago. Only by the daily use of holy water by the child in the home will we accomplish our goal and establish the habit of using this sacramental daily.

Perhaps one of the best ways of "leading the little ones" to love and use holy water is to have the children make gifts for their parents in which the use of holy water as a sacramental is emphasized. Children love to make things, especially if they have some definite use. Out of very little material various kinds of holy water containers, fonts, and shrines can be made which will not only instill devotion in the child, but prove a means of devotion to the whole family.

The following directions for such articles may prove helpful to many teachers, and may solve the problem of what to make for parents for "Mother's Day" or "Father's Day."

Holy Water Font

Materials:

1. Plaster Paris
2. Cardboard box about the size of a spool box, or smaller
3. Metal or glass container for holy water. (A small salve jar will be suitable.)
4. Metallic seal from a discarded Christmas card
5. A small piece of wire
6. Gold or aluminum paint

Procedure:

1. Punch a hole in one end of the bottom of the box (Fig. 1). Insert wire, leaving loop on the outside and crumpling loose wire on the inside of the box.

2. Cut lid of box through center (Fig. 2). attach one half of the lid to the bottom part of the box with scotch tape or gummed paper making a cardboard mold like Figure 3.

3. Mix about five tablespoons of Plaster Paris with a juice glass of water. (Do not stir too long as it will set quickly.) Pour contents into back part of mold (Fig. 4). Let stand about ten minutes or until set.

4. Mix four tablespoons of Plaster Paris in about three fourths of a juice glass of water. Pour into base of mold and insert container for holy water immediately, while plaster is still wet. Allow to dry about two hours before removing cardboard, but be sure to remove box while plaster is still moist or it will stick.

5. When thoroughly dry, sand all rough edges, paint entire front and sides with gold or silver paint.

6. Glue on metallic seal.

Any child would be delighted to own one of these holy water fonts, and I am sure would be inspired to use holy water daily. It could be hung on the bedroom door and used when entering or leaving the room or when saying prayers at night or morning.

Shrine and Holy Water Font

Materials:

1. Cement and sand
2. Paper dessert dish from the dime store (12 for 5 cents)
3. Large size birthday candles
4. Salve jar or metal container for holy water
5. Small crucifix or statue. (Rubber molds of the Sacred Heart may be purchased and children could make their own statue.)

Procedure:

1. Mix enough cement and sand to fill dessert dish procured. (Two parts sand to one

part of cement, with sufficient water to make mixture thick enough to pour.)

2. Pour cement mixture into dish and insert candles, crucifix, and holy water dish immediately. Push articles far down into the cement (Fig. 2).

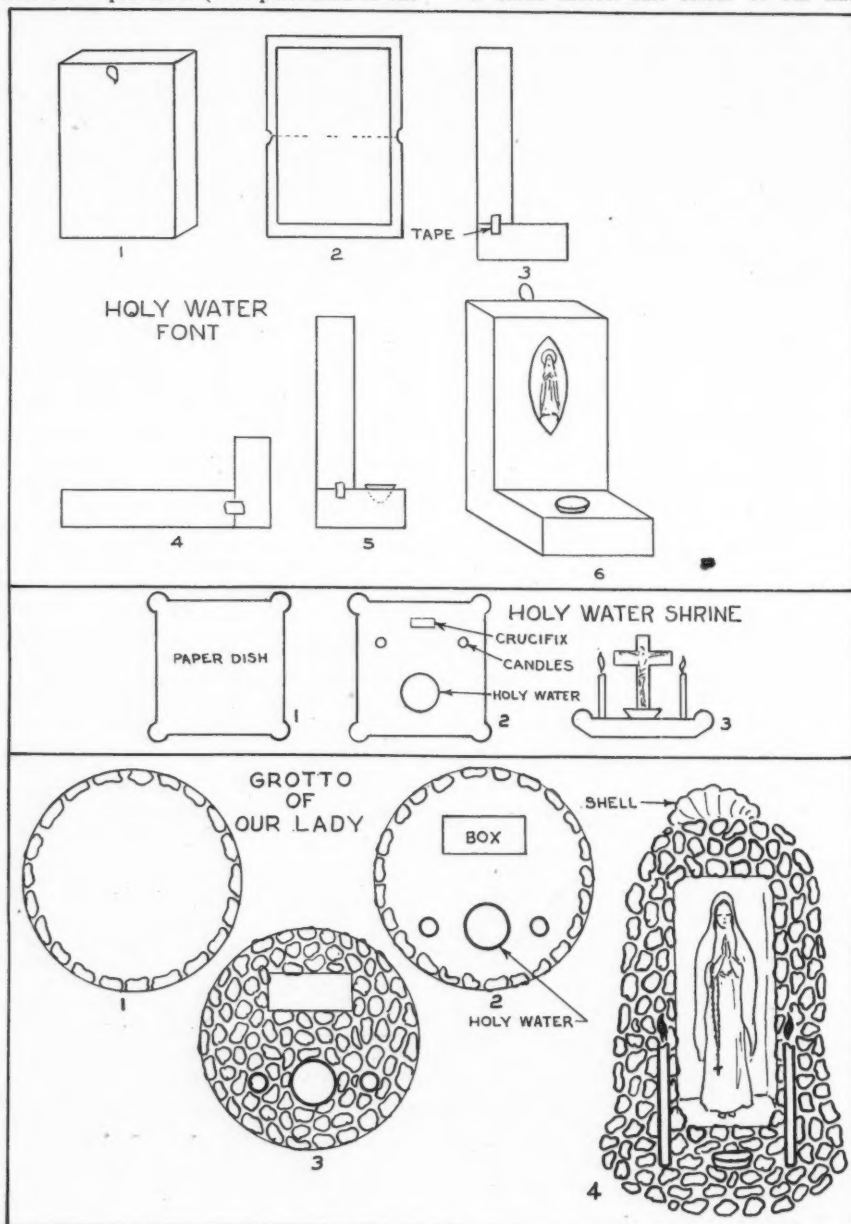
3. Remove candles while cement is still wet, but thoroughly set. This makes it possible to insert new candles as needed.

4. Paint cement any desired color. Gold or silver paint is easy for children to use and requires only one coat.

Shrine to Our Lady

Materials:

1. Cement, sand, stones, and shells
2. Large paper plate
3. Holy water container (salve jar or small metal can)
4. Large-size birthday candles
5. Cardboard box a little taller than statue to be used
6. Small marble-dust statue of our Lady



*St. Giles School, Oak Park, Ill.

*The Finished Grotto.***Procedure:**

1. Mix enough cement and sand to fill paper plate. (Two parts sand to one part of cement. Enough water to allow mixture to pour.)

2. Pour into paper plate.

3. Insert stone all around the edge of the plate, pushing them well into the cement (Fig. 1).

4. Place cardboard box on cement in the position shown in Figure 2. (Do not push cardboard box into cement, simply set in position to prevent stone from being placed in that spot.)

5. Put candles and holy water container in cement, pushing them far into the cement. (Remove candles after cement is set, but still wet.)

6. Fill in all visible cement with stones, and allow to dry over night (Fig. 3).

7. When base has dried, start building cement and stones over cardboard box, layer upon layer, until the entire box is covered with a fairly thick coating of cement and stones. Shells can be used for decorating top, etc. (Cement should be quick thick for building over box.)

8. Remove cardboard box after cement has set about 12 or 14 hours. Do not remove too soon or arch will collapse.

9. Place Blessed Mother in her shrine; fill container with holy water, and the gift is complete (Fig. 4).

The finished product is a realistic grotto of our Lady, devotional and useful. We used cement, sand, and stones used in the building of our new rectory; consequently the children also had a souvenir of the new building their parents had sacrificed to build for God's church. Pretty stones or shells which the children have gathered at the lakes also make beautiful grottoes, and would be a prac-

tical way of preserving stones one has found in travels through the country.

My children have been most solicitous about keeping their grottoes filled with holy water, and most of them would not think of going to bed without saying their prayers

before their little grotto using holy water and burning the candles.

If we as Catholic teachers can teach the children devotion to the use of holy water, we will have done a great thing for both the children and the Catholic Church.

THE NUMBER THREE IN RELIGION

*Sister M. Emilie, O.S.F., Ph.B. **

Find the Correct Answer

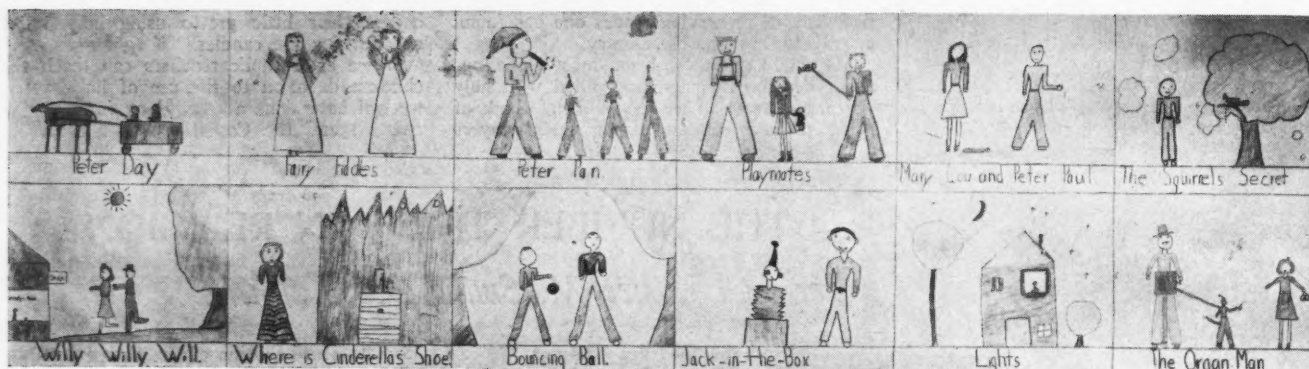
1. The Third Commandment of God?
2. The three main parts of the Mass?
3. The work of the Third Person of the Blessed Trinity?
4. Three Commandments were on the table of stone.
5. The Third Sunday of Advent is called
6. The three men saved from the fiery furnace?
7. The three parts of the Catechism?
8. The three sets of Mysteries of the Rosary?
9. The Year has three parts.
10. A priest may say three Masses on and
11. denied Jesus three times.
12. Three Hail Marys are said when the is prayed.
13. St. was beheaded after his third voyage.
14. The Third Order of St. Francis is for
15. The third article of the Creed pertains to the
16. The third corporal work of mercy?
17. The third spiritual work of mercy?
18. Three days after Christmas we celebrate the feast of
19. The three things necessary to make a sin mortal?
20. The three things necessary to constitute a sacrament?
21. The three sacraments that can be received only once?
22. Jesus fell three times on His way to
23. Three altar cards are used at
24. Three came to adore Jesus.
25. Three days and sought Jesus.
26. On the third of May we celebrate the
27. A vestment used at Holy Mass spelled with three letters?
28. The Third Commandment of the Church?
29. was tempted three times.
30. On February Third, we celebrate the feast of
31. St. found three crosses.
32. In the Garden of Olives, our Lord came three times to His
33. The Third Sorrowful Mystery of the Rosary?
34. Ember days (three days of fast and abstinence) come times a year.
35. The third mark of the Church?
36. The three gifts of the Magi? *
37. went up to the mountain three times.
38. The Third Station of the Cross?
39. A Third Order is
40. Three persons whom Jesus brought back to life?
41. During three months the Blessed Virgin stayed with
42. We strike our breast three times during Holy Mass at and
43. At the of the Mass we sign ourselves three times with the Sign of the Cross.
44. The three Apostles taken to Mount Tabor?
45. The three Apostles taken into the Garden of Olives?
46. Three faculties of the soul?
47. The three Marys beneath the Cross?
48. Three Josephs given special mention in the Bible?
49. The third of the cardinal virtues?
50. The third month of the year is dedicated to

The Answers

1. Remember that thou keep holy the Sabbath Day.
2. Offertory, Consecration, Communion.
3. Sanctification.
4. First.
5. Gaudete.
6. Ananias, Azarius, Misael.
7. Faith, Commandments, Sacraments or Means of Grace.
8. Joyful, Sorrowful, Glorious.
9. Ecclesiastical.
10. Christmas, All Souls.
11. Peter.
12. Angelus.
13. Paul.
14. Tertiaries or lay persons.
15. Incarnation.
16. Clothe the naked.
17. To counsel the doubtful.
18. Holy Innocents.
19. Grievous matter, knowledge or full reflection, full consent of the will.
20. Outward sign, inward grace, institution by Jesus Christ.
21. Baptism, confirmation, holy orders.
22. Calvary.
23. Holy Mass.
24. Magi or Three Wise Men.
25. Mary and Joseph.
26. Finding of the Holy Cross.
27. Alb.
28. To confess our sins at least once a year.
29. Jesus.
30. St. Blaise.
31. St. Helena.
32. Apostles.
33. Crowning with thorns.
34. Four times.
35. Catholic.
36. Gold, frankincense, myrrh.
37. Moses.
38. Jesus falls the first time.

(Concluded on page 166)

*St. Francis' High School, Lafayette, Ind.



The Movie Pictures Which the Children Made to Illustrate Their Songs.

THE MARCH OF SONGS

*Sister M. DePazzi, C.S.A. **

We are all aware of the fact that momentous changes are taking place in our educational system. This is to be expected as our mode of living is constantly changing. After all, it is up to us to meet its ever-changing demands. We now have the added responsibility of furnishing opportunities for activity and social effectiveness that were formerly found in the home. At times it taxes our ingenuity—this twofold obligation of effecting both learning and socialization. It presents a problem to our primary teachers particularly. I have found my solution in group activities. They automatically call for the teaching of formal, academic work. Socialization is simply implied.

The project plan is one interesting phase of this activity program. Art can be correlated very effectively with any subject. The above project is the fourth of a series worked out by this particular group. The subjects chosen were: "The Story of Thanksgiving" (Social Studies), "The Redemption" (Religion), "Is Gallant Smart?" (Safety), and the one represented here, "The March of Songs" (Music).

This project is exactly what it implies, songs marching on the screen. All drawings are based on *Tuning Up* (The World of Music). Each time a new song is learned the pupils illustrate it for seatwork. The better pupils are asked to enlarge their pictures to 21 by 24. No seasonal songs are illustrated; hence the project is always appropriate. The pictures are drawn on wrapping paper and put into the frame constructed by one of the parents. There is a wooden roll above and one below to which the pictures are attached with Scotch tape. There is also a handle above and below to turn the pictures back and forth. The pictures run upward. I have found from previous experience that this is preferable to having them run crosswise; in this latter case, the paper sags and wears out. One picture shows the illustrations; the other, the screen.

The movie consists of title, the printer's name, the artists' names, and the illustrations. While the pictures are being shown, I give

the tone on my pitch pipe and the class sings the story.

This project will continue throughout the year. The children are very much interested and feel proud of their accomplishment, as they are asked to give their movie from time to time. This interest is carried over to the home. Parents have expressed a desire to see what their children have done. It will be presented to them as a culminating activity at some convenient time toward the close of the term.

MAP DEDUCTIONS

(Concluded from page 163)

winter precipitation in high mountains, such as the Andes, irrigation water, and long hot summers all favor agriculture.

14. Three conditions are favorable to the development of water power: (1) rugged relief, (2) lakes or other reservoirs, and (3) an abundant rainfall well distributed throughout the year.

15. A good modern harbor must furnish protection from winds and waves, good depth of water in the channels and close to the shore, abundant anchorage room, and plenty of space for docks.

THE NUMBER THREE

(Concluded from page 165)

39. A branch of a religious order which secular persons may join.

40. Lazarus, Son of Naim, Daughter of Jairus.

41. St. Elizabeth, her cousin.

42. Agnus Dei, (Lamb of God), Domine non sum dignus (O Lord, I am not worthy).

43. Gospel.

44. Peter, James, John.

45. Peter, James, John.

46. Memory, understanding, free will.

47. Blessed Mother Mary, Mary Magdalen, Mary of Cleophas.

48. St. Joseph, foster father of Jesus; Joseph of Arimathea; Joseph who saved the people from famine.

49. Temperance.

50. St. Joseph (March).



The Children's Singing Movies.

EDUCATORS MEET

The National Catholic delegates to the Southern Regional Educational Association, in a one-day session at New Orleans, March 15, re-elected Sister Margaret Gertrude, dean of Nazareth College, Nazareth, Ky., chairman of the unit. Rev. Andrew Smith, S.J., dean of Spring Hill College, Mobile, Ala., was chosen vice-chairman; Sister Mary of Nazareth, of Xavier University, New Orleans, was elected secretary; and Rev. A. William Crandall, S.J., dean of the college of arts and sciences of Loyola University of South, was appointed delegate.

Need for keeping the liberal arts was stressed. Sister Madeleva, president of St. Mary's College, Notre Dame, Ind., the only woman's college in this country having a graduate school of theology, urged the vital importance of training teachers of religion. Mother M. Columkille, of Incarnate Word College, San Antonio, who recently returned from a trip to Mexico, advised persons preparing to teach in Latin America to study not only Spanish and Portuguese, but also sociology, anthropology, and the history and literature of the Americas.



**THE SEVENTH WAR LOAN DRIVE
APRIL, MAY, AND JUNE**

*Sisters of St. Agnes, Marian College, Fond du Lac, Wis.

Aids for the Primary Teacher

Letters of Jack and His Mother

*Sister M. John, O.S.F., M.A. **

Children find letter writing drudgery because they don't know what to say in a letter. Let them pretend that they are characters in a story such as "Jack and the Beanstalk." That will supply plenty of subject matter for very interesting letters.

Many teachers have read the following letters to their pupils. Try them as suggestions for a storybook game of letter writing.

Home in English Village
Tues., 4:30 a.m.

It is very early, my little lad, therefore, I am stealing away without awakening you. By the time you read this, Mother will be near the city, where I intend to look for work. I may not be able to return until late tonight; however, do not forget to take the cow to market and sell her, for I am not sure that I shall find work, and we must have money.

Home in English Village
Wed., 9:00 a.m.

Darling Mother, I am very sorry that I so displeased you by exchanging our good cow for the beans. But, really, Mother, I have made a splendid bargain. Listen, since you left in tears this morning, people have come from far and near to see the huge beanstalk that has sprung up from the beans, which you threw out the window in your anger last night. And, I am now ready to climb this stalk, that already towers above the houses of the village. Do not worry about me, Dearest, for my fairy godmother told me that these beans would bring us our fortune, and so I feel that she is ever with me. You know, too, that I would never make the climb were I not certain that it would eventually bring happiness to you.

I have a scheme planned to get news of me to you, while I journey in this strange land. Here it is: As I climb I shall unwind a spool of wire, one end of which I have fastened to a nail in the window sill near the beanstalk; the other end I shall fasten somewhere at the top of the stalk. Then when I reach the top, I shall write you a letter telling you of how I got to the top, what the strange country looks like, and where I intend to go. This I shall place in an envelope to which I shall have tied a little stone and the end of a ball of string; then I shall attach the envelope to the wire and slide it down to you. When the letter reaches the window sill, fasten the end of the string until you have written an answer, which I hope you will be able to do at once, for I don't think I'll have much time to wait, Mother.

When my string begins to pull I'll wind it on the ball again and draw up your answer. Hoping that I have not made your heart ache, I shall hurry off to try to find our fortune—to make you happy again.

Top of Beanstalk, Fairyland
Wed, 1:00 p.m.

The climb, Mother dear, was a hard one, and so I sat down to rest after reaching the top of the stalk, for I was even too tired to glance about this strange land. But what do you think happened? While I was sitting here, I was surprised again by the appearance of my beautiful fairy godmother. And, Mother, what do you suppose she told me?

Well, listen, and I shall tell you in her own words: "Little lad, what you have done is what I wanted you to do. You have climbed the beanstalk and arrived in a land where a terrible giant lives, who killed your father and robbed him of all his wealth, and hence, is the cause of your mother's poverty. Your duty requires you to win it back for your Mother. But, Jack, have you the courage to face a giant?"

To this, Mother, I answered as my heart swelled with pride, "Courage? Ah, I fear nothing as long as I am doing right."

Then she said, "First you must get into the castle and secure the hen that lays the golden eggs."

And just as I was about to ask her how I was to find my way to the castle, my fairy disappeared. So here I stand all alone, Mother. How I wish you were with me. But, no, I must be a brave knight; I must hurry off to look for the giant's castle. The next time I write I hope to have good news for you. I shall wait for a little note from you, so please hurry.—Jackie

Home in English Village
Wed., 1:30 p.m.

Oh, Jackie, my boy, come down—come down to your poor mother. You cannot kill that terrible giant. He will devour you in one swallow. Oh, Darling, I would rather be poor and beg than have you seek our fortune at the risk of your precious life. I would rather die than be without you. But if the fairy is going to help you kill the giant—stay; otherwise, come down. You said I must hurry, so good-by, my dear boy.

P.S. Drop down another letter soon.

Top of Beanstalk, Fairyland
Thurs., 5:30 p.m.

Oh, Mother, I have been at a wonderful palace in the village named Cornwall. Here I learned the name of the horrible giant: It is "Blunderbare"; and, Mother, what do you think—the sweet little princess fell in love with me, and even wept when I went away, after making known to her my plans to de-

stroy the giant, whom all the little folk in the village fear. The king and the princess treated me royally, and have directed me to the giant's castle.

Do not worry, Dearest, the fairy will help me. I cannot wait for an answer this time; but attach one to the thread, for I will be impatient to hear from you when I get a chance to come to the stalk again.—Jackie.

Home in English Village
Thurs., 6:00 p.m.

I was so glad to hear of the treatment you received at the king's palace. But, why didn't the king send his soldiers with you to capture the giant, if he thought so much of you?

Oh, Jackie, my boy, I cannot understand how you are to do this alone. I am so worried about you, Dear, that I cannot close my eyes in sleep. I stand near the window looking every moment for another letter from my boy. So write soon.—Your heartbroken Mother.

Top of the Beanstalk, Fairyland
Thurs., 8:00 p.m.

Mother, I have just returned from the giant's castle—and think of it—I am ready to climb down to you. Yes, I have read your letter, and since you are so worried about me, I am writing you all the good news, for the letter will reach you very much sooner than I can. It will be very late when I reach the bottom of the stalk, for it is thousands of feet high.

No, I haven't killed the giant; but the good giantess (I guess she doesn't like the ugly giant very well) let me in for he wasn't at home when I rang the big bell.

She hid me in a huge caldron, when she heard him come in. I lifted the cover a great many times to look at him; and, oh, Mother, he is no man, but a huge beast. Listen, he can smell human flesh very well, and, of course, he smelt me. But his good wife told him he was only smelling the fresh sheep she was preparing for him. Shortly after I heard this, I peeped out and saw him eating greedily. When he was finished he told his wife in an angry voice, to bring him the hen that lays the golden eggs. Then he mumbled a few angry words to himself, saying that the hen lays as well for him, if not better, than it did for the paltry knight.

After the giantess brought in the hen, he ordered her to get out. He then commanded the hen to lay. And, oh, Mother, the hen laid real solid gold eggs. I could scarcely believe my eyes.

And, by and by, the giant fell fast asleep. I then crept out of my hiding place, grabbed the hen, and ran for my life out of the castle into the wood. And here I sit safe and sound, with the beautiful white hen, ready to climb down to you to make you rich once more—Jackie.





GOD'S TRAFFIC LIGHTS

A Study of the Commandments of God and the Church for First Grade

*Sister Robert Marie, S.H.N. **

Every child is familiar with the traffic lights on the street corner. He also knows that the green light says "Go" and that the red light says "Stop." Even the small child has some realization of the necessity for laws governing traffic and of the consequent fine for their infraction.

To carry this idea over to the need of law in the moral order, we have made use of "God's Traffic Lights" which are the Commandments of God and of the Church, given in simple language which readily can be grasped by the tiniest tot in the first grade.

Educators tell us that more is to be gained by a "do" than by a "don't," and for this reason, as far as possible, the Commandments have been treated positively before there is mention of a "must not."

From the illustration it will be noted that Guardian Angel is the "traffic cop" on the road to heaven. To the left are listed all the green lights—or the things we must do, while at the right the red lights tell what we must not do. Each law is illustrated by stick figures which are subject matter for a "build-up" story by the teacher.

St. Michael's School, Silver Spring, Md.

Not all the Commandments are used but only such as are of immediate concern to little children. The sixth and ninth Commandments are omitted because many teachers favor delaying the teaching of these until a later date. When found necessary, the tactful teacher will be able to treat of matters concerning purity without unduly arousing childish curiosity.

These laws may also serve as a table of sins for first confession, as only nine points are stressed and these will help to make the first approach to the Holy Tribunal easier and less confusing for the little ones. The children are taught that when they "go through" one of God's red lights, they commit a sin, and that when they go on the green light, they are making their souls more beautiful and more pleasing to God.

The actual poster work itself is quite simple and does not call for extra artistic skill. The materials required are few—for instance, the Guardian Angel is an enlargement from a card; the children were cut from a catalog, and the lights were made from black, red, and green construction paper.

Pictures of the various actions of the Holy Mass were pasted upon each sheet and thus was kept the visual attention of the child. Soon these little ones were familiar with both action and Latin. They are able to understand the Latin phrasing and follow the dialogue Mass intelligently and attentively.

Our Star Spellers

*Sister M. Basil, P.B.V.M. **

All children like to compete with one another. This is just as true of primary children as of the elementary group. Spelling is the one subject that all primary teachers find difficult for their pupils, especially the slower group. Strong competition is necessary to keep all working to the full extent of their ability.

Some idea visible to all the pupils in the room, and even to the boys and girls of the other rooms, keeps the spirit of emulation among the pupils. In the subject of spelling, this visible idea has worked very well for me. I have used it with my second grade, but the teachers and pupils of the other grades were likewise very much interested in the idea.

I asked each boy and girl to bring me his own snapshot that I could cut up and use. I pasted the head of each pupil on a two-inch star made of yellow construction paper. A large blue star serves as the background for all of our yellow stars. When 100 per cent is obtained each week in spelling, each child pins up on the big blue star his picture star. I then hang "Our Star Spellers," in a prominent place in the room visible to all. It is the delight of each boy and girl to find and point out his own picture star to others. Since no pupil wants to have his star missing from "Our Star Spellers," all of them study their spelling words diligently.

*St. Joseph's School, Mason City, Iowa.



Young Children Use the Missal

*Mother M. McGinnis, O.S.U. **

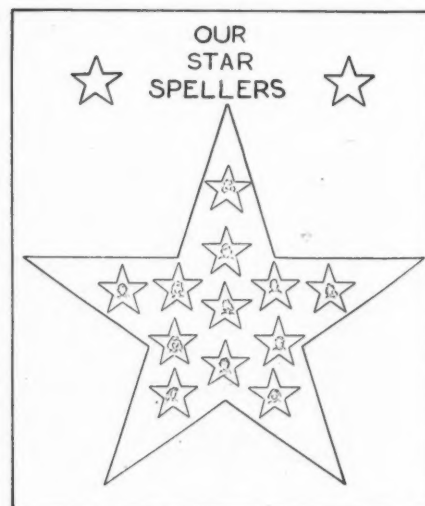
The ability of third and fourth graders to read the Missal has been proved efficiently by one of our young teachers in the elementary grades. When September, 1944, dawned, Sister had one project very dear to her liturgical soul. She had determined that her fourth graders would learn how to use the Missals which they had so proudly purchased from their own spending money. Soon the third graders also became ambitious. Sister had two grades in her room, and they were forty in number.

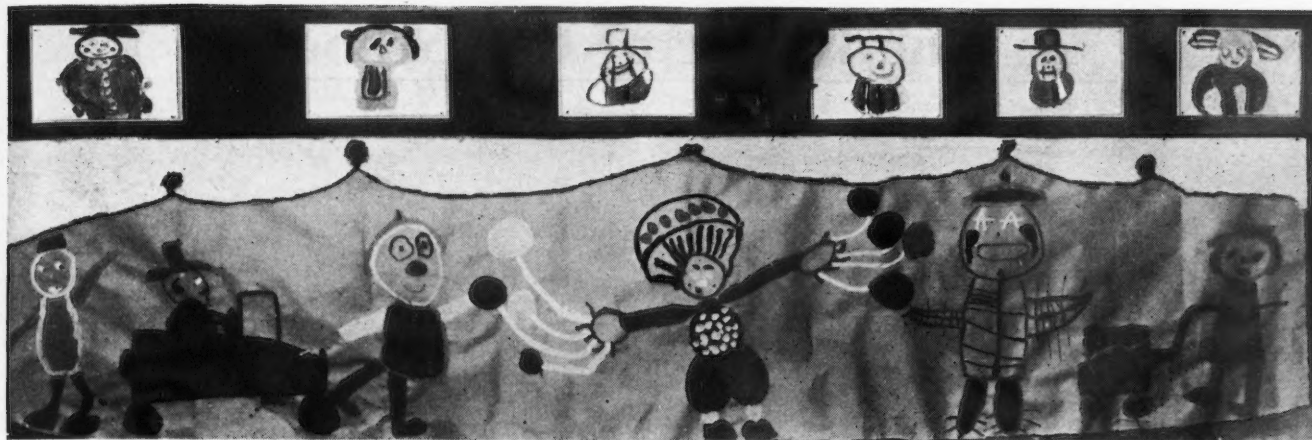
She began with the *Kyrie*; this they learned to sing. Observing that the syllabication of

the musical copies was of great assistance toward the children's mastery of Latin, Sister decided to syllabicate all of the short responses of the Mass. Having proved themselves proficient in these minor parts of the Holy Sacrifice, the children attempted the *Gloria*. After one month's daily drill of five or ten minutes a day, work on the *Credo* was begun.

The charts for syllabication were made from oak tag, regular chart size. The sheets were put on rings which had been discarded from old looseleaf binders. The rings insured a quick turning of each sheet and the charts could be manipulated easily by one of the pupils.

*Principal, St. Joseph's School, Clayton, Mo.





The Circus Poster Made by Miss Altmann's Pupils.

A Circus Poster

*Yvonne Altmann**

Circus days are here. If a circus has not visited your town that does not make any difference the children are dramatizing the life under a circus tent anyway.

This is the way to motivate this art project: How many of you have ever gone to a circus? Tell us about it. Which of the performers did you like best? The majority of your class will like the clowns, am I right? What are some of the things you saw the clowns do at the circus? How many of you think you could draw a clown? All of the children who can may use the alabastine paint. What do you think the children who make the best

clowns will do? By this time they will all know the answer! Make the clowns on a poster. What do you think the background of our poster should be? A tent. How many think they could draw a tent? The person who draws the nicest tent that will show the clowns in it may make the big tent on the poster.

Wrapping paper is used for the poster. It can be tacked in place, or the children can paint with the paper lying on the floor. The tent is painted first. The tent is red. Overhead is the blue sky. The ground is painted green. The center clown is painted first. Then the end clowns are painted. The space left is filled with clowns. Remind the children

to use bright colors because clowns always wear bright colors.

The poster will be completed in a short time. I am sure you will appreciate this fact because all teachers and children are so busy during the month of June.

You and your class have made ten posters. It was a great deal of work but it was fun. You feel you have accomplished something different in art. If you have an exhibit you have ten concrete examples of art in the classroom to display. If you have liked this series of posters, I would very much appreciate hearing from you.

MARCH, VOCATION MONTH

Vocation Month was observed by Catholic schools throughout the country during March. The following are a few examples of the observance:

At St. Patrick's School, Iowa City, Iowa, during March, pictures, posters, booklets, and other material, were displayed in the library corridor. An outstanding feature of the exhibit was an honor roll of 30 names of the school's alumni who have answered the call to the priesthood or the religious life. There were also pictures of doctors, nurses, and other professional lay alumni. There was daily prayer in the classrooms and instructions and personal guidance.

The Catholic Lending Library branch at Germantown, Philadelphia, Pa., gave special consideration to vocations. There was a lecture illustrated with technicolor films by Sister Consuela Marie, S.B.S., describing work in the Indian missions in the United States. There was an exhibit of dolls dressed in the habits of religious orders. Books dealing with religious life and vocations were on display.

At Marycrest College, Davenport, Iowa, Vocation Week was concluded, March 18, with a day of recollection. Spiritual exercises of the week included daily prayer and Benediction of the Most Blessed Sacrament. Rev. Bernard M. Kammerick, of St. Ambrose College, gave a series of lectures on vocations. Specialists in various occupations presented the qualifications for their professions or occupations.

At St. Francis School, Merrill, Wis., the April issue of *Marian Torch*, the school paper, was devoted to paragraphs and poems on religious and secular callings by pupils of grades two to eight. The children also arranged an exhibit of dolls representing various vocations and occupations.

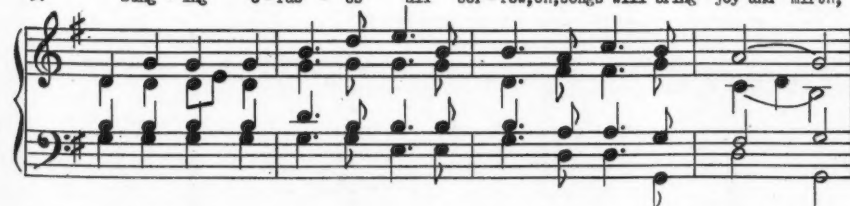
Of 3325 children of parochial schools examined in the new dental health program sponsored by the Municipal Dental Clinic at St. Louis, Mo., 2627 were found to be in need of dental care.

Sing a Song

*Sister M. Lenore, O.S.B.**



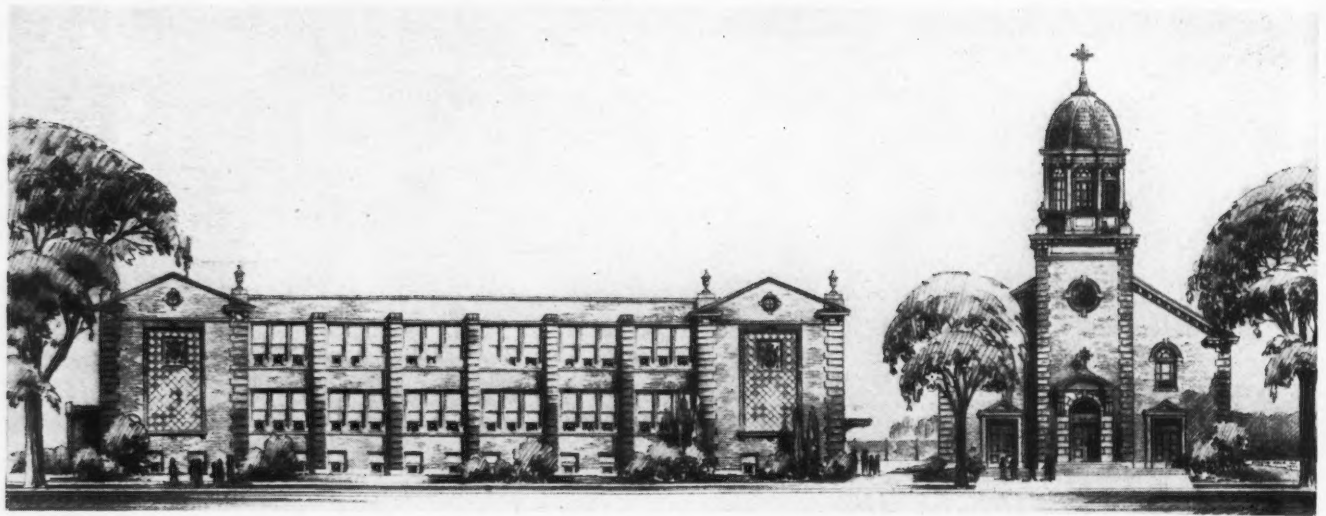
1. Sing with the birds in the morn-ing, And sing in your heart at noon,
2. Sing when your work seems so eas-y, And sing when the burdens bear down
3. Sing-ing e-ras-es all sor-row, Oh, songs will bring joy and mirth,



1. Oh, sing when the day is o-ver, Just a cheer-y tune!
2. Oh, sing when your heart is ach-ing, Drive a-way that frown!
3. A song will lift hearts to Heav-en, Singing brings Heaven to earth!

*St. Joseph School, Dickinson, North Dakota.

The Fabric of the School



*The New School Building Planned for St. Matthew's Parish, Milwaukee, Wis., for Postwar Construction.
—E. Brielmaier & Sons Co., Architects, Milwaukee.*

School Planned for a City Parish

Plans have been drawn by E. Brielmaier & Sons Co., architects, Milwaukee, Wis., for a new school building to be erected by St. Matthew's Parish, Milwaukee, as soon as building restrictions will be lifted.

The plans include 12 classrooms on the first and second floors, and a library and gymnasium-auditorium on the first floor. The basement will contain bowling alleys, dining room and kitchen, three committee rooms, toilet rooms for the school, locker

rooms for the bowling alleys, storage room, and dressing rooms for the gymnasium-auditorium.

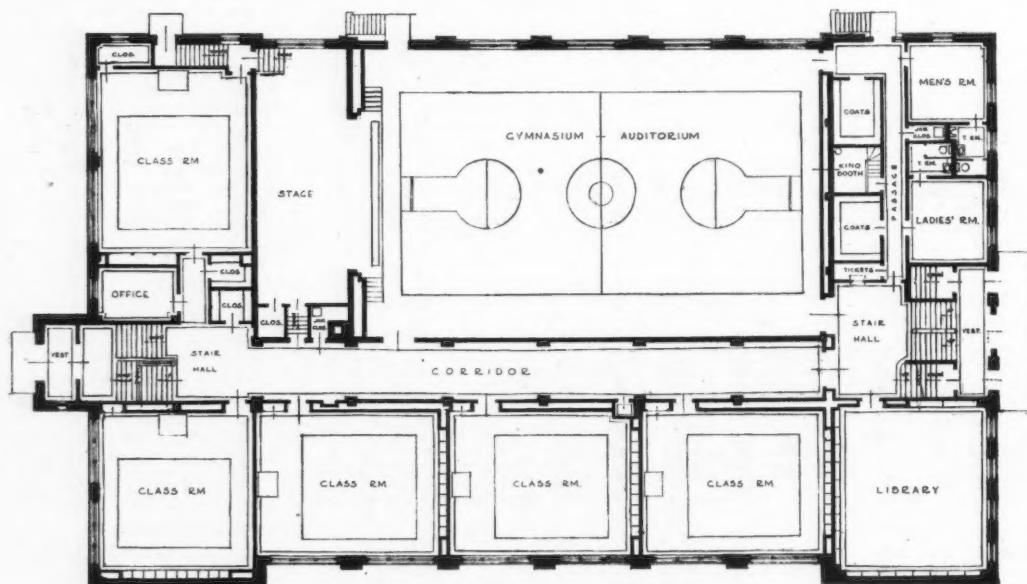
The building, in Georgian architecture, will be of brick with stone trimming. The classrooms will have hardwood trimming and asphalt-tile floors. Floors in the corridors and stairways will be of terrazzo. The auditorium-gymnasium will have tile wainscoting, hardwood trim, and wood-strip floors. Toilet rooms will be finished

in glazed brick, ceramic tile, and marble.

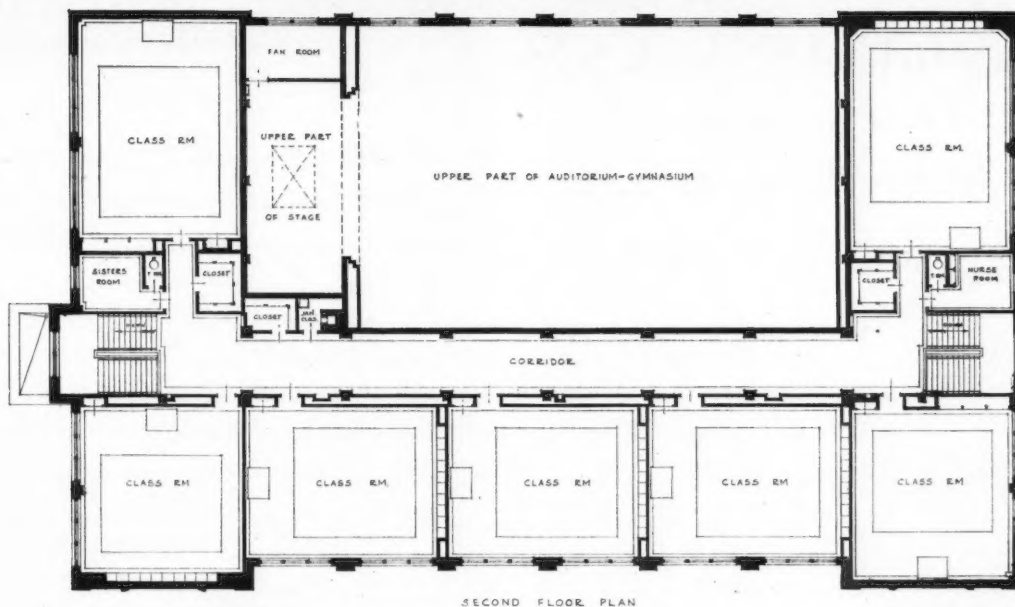
The building will be heated by steam. Control of temperature and ventilation will be through unit heaters and ventilators.

The new building will accommodate more than 400 pupils at an estimated cost of \$200,000 plus \$30,000 for equipment.

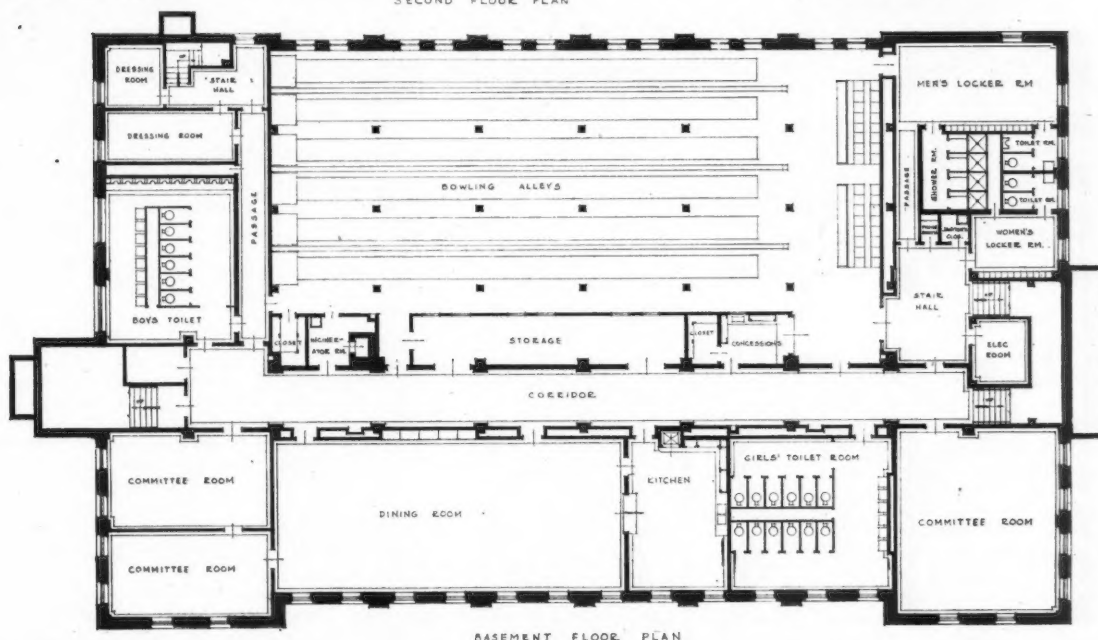
Rev. Joseph Heller is pastor of St. Matthew's Parish. The Sisters of the Third Order of St. Dominic are in charge of the school.



FIRST FLOOR PLAN



*New
Building
Planned
for
St. Matthew's
School,
Milwaukee,
Wisconsin*



OPPORTUNITIES AT SUMMER SCHOOLS Theology for Teachers

Special courses in theology will be offered at the summer session of the Catholic University of America, June 29 to August 11. These courses are arranged to meet the needs of Sisters and other women teachers of religion, since women, at present may not enroll in the regular term in the School of Sacred Theology.

For Sisters and Brothers and lay people, the summer session will provide 40 semester hours in fundamental theology and dogmatic theology. A Special Certificate in Theology will be awarded to those who complete the courses.

Very Rev. Joseph C. Fenton, dean of the School of Sacred Theology, will teach fundamental theology, including: the Sources of Revelation, Holy Scripture, Christian Tradition, and the Magnetism of the Church. The dogmatic theology, taught by Very Rev. Eugene M. Burke, C.S.P., will include: Incarnation and Redemption, the Fact of Incarnation, Christ's Life and

Works, Nature of Incarnation, Christ the Second Person of the Holy Trinity and His Divine and Human Natures, the Function of Incarnation (Redemption), Man's Origin, Elevation, Fall and Redemption, and Christ's Sacrifice.

St. Mary's College, Holy Cross, Ind., conducted by the Sisters of the Holy Cross, conducts a regular graduate school in religion for women.

Courses for Sight-Saving Teachers

Since there is an acute shortage of teachers for partially seeing children, courses are announced in five universities and colleges in co-operation with the National Society for the Prevention of Blindness. The courses are to prepare supervisors, teachers, nurses, social workers, and others for their work in this field.

Elementary courses are offered at Wayne University, Detroit, Mich., June 18-July 27; at the University of Wisconsin, Madison, Wis., June 25-August 17; at Teachers College, Columbia University, New York City, July 2-August 10.

Special short courses are announced at the University of Oregon, Portland, Ore., June 18-July 27; and at Indiana State Teachers College, Terre Haute, Ind., June 3-June 23.

Inter-American-Life Workshop

An inter-American-life workshop will be held at Peabody College, Nashville, Tenn., June 11 to July 18. The purpose is to prepare teachers and others to assume leadership in developing better understanding among peoples of the Americas. The program will include general meetings, interest groups, informal activities, and individual conferences. Opportunities will be provided for association with Latin-American students of the University Center. Professors from Peabody College, Scarritt College, and Vanderbilt University will be available for consultation and lectures. A minimum of eight credit hours may be earned. Tuition and registration fees for eight credit hours are \$39.50. Henry Harap, Peabody College, Nashville 4, Tenn., is the registrar.

Brother Michael Schleich, S.M., Dies in Spain

Rev. Sylvester P. Juergens, S.M.



Brother Michael Schleich, S.M.

and Italian fluently. He was one of the best problems of education in Europe, and one of the keenest observers in Europe on things educational in America. His correspondence was vast and his knowledge of educational literature most detailed. He was a subscriber to THE CATHOLIC SCHOOL JOURNAL since its birth.

Although nearly 85 years old, Brother Michael was to the last most active in the general administration of the Society of Mary. His residence was at Colegio Nuestra Señora del Pilar, at Madrid, Spain. From there he was accustomed to fly on inspection trips to Spanish Morocco. When the Germans crashed through Belgium, he was caught in the French mass retreat. Though bombed out of trains and hiding under loaded coal cars at least five times, he beat the German army to Spain by hours.

Ever since he reached his seventy-fifth birthday, Brother Michael's pet project has been the Chinese Marianist mission schools. His dream was to live in the new Casa Generalice headquarters of the Society of Mary, under construction before the war, just off the famous Appian Way in Rome. He was looking forward to a visitation tour through America after the general chapter of the Society, which will be called to elect a new general of the order as soon as peace conditions permit. Very Rev. Francis Joseph Kieffer, S.M., the last Superior General, died March 19, 1940. Brother Michael Schleich was his most trusted confidant and adviser.

Brother Michael Schleich, S.M., Inspector General of the schools of the Brothers of Mary, died, April 26, at Madrid, Spain, in the eighty-fifth year of his age and the sixty-ninth year of his profession in religion.

Brother Michael was born in Pittsburgh, Pa., December 20, 1860. He made his first vows at Dayton, Ohio, April 15, 1877. A graduate of St. Stanislaus College, Paris, France, he became inspector of schools for the American province of his order in 1905, and in 1909 he was elected to the general administration located in Nivelles, Belgium. Since then, he visited America several times and circled the globe on his educational tours.

Brother Michael found no difficulty of language when visiting Marianist schools scattered over the globe. Besides his native language, English, he spoke German, French, Spanish,

and keenest Americans on the

Madrid Mar. 1/45
my dear friend, just a word
to tell you that your Christmas
Card mailed Dec. 20 just reached
me this moment. with a little
more slowing down it might
have arrived for next Christmas.
Thanks all the same for I know the
good wishes are supported by
your prayers in my behalf.
Nothing very new that I could
tell you. you have more news
than we here. However, thanks to
the Embassy's Bulletin we
are kept in touch (the Americans)
with the major events in the photo.
As to food situation we are well
taken care of: the necessities are
not wanting & those that have
money may procure even more.
but we are not of that class.
Kindest good wishes from
Yours very sincerely
Bro Michael

A Recent Message From Brother Michael to the Publisher of
The Catholic School Journal.

SELLING EDUCATION

(Concluded from page 157)

can help the student adequately. Too many failures or too many superior grades in a class nullifies the effectiveness of the grades and slows down the learning effort. Lowering grades because of the classroom behavior of a student will be avoided by a teacher who wishes to sell his subject. Such a procedure results in the attitude: "I'll get a poor grade no matter how hard I study, so what's the use?" Disciplinary problems can be solved by other means. While standards must be upheld, to place them beyond the reach of the student has no educative value but merely produces an attitude of defeatism. Since grades have a profound effect on the student's attitude toward a subject, they must be used wisely.

Is Your Teaching Interesting

And finally, but by no means least, the subject should be made as interesting as possible. The class must move. One test of interest (not infallible, however) is the number and quality of questions asked. When a class sits apathetically listening, apparently spell-bound, but with no reaction in evidence, there is, probably, no interest. The use of clear, concise language; thoughts neither above nor

beneath the student's comprehension; analogies, anecdotes, and parables to make the meanings clear—these are means of sustaining interest. Slides, films, records, pictures, object lessons are helps but, before all, the teacher must be interested.

The lesson also must have vitality. The teacher should be energetic in presentation, not waiting too long for answers, nor pausing long between thoughts. There's nothing like long, silent patches to lull a class to sleep or cause them to supply a little noise of their own. Furthermore, routine must be avoided. A variety of activities or procedures should be employed. And still, in this variety, there should be a certain order so that the student does not get a feeling of haphazardness and confusion. There should be a consistency of method but a variety in techniques. Furthermore this variety should apply to the lesson itself but not to class procedures such as roll call, collection of assignments, and the like. Order does not mean routine.

These suggestions as well as the many others that occur to us, plus the lofty motives we have as religious educators, should enable us to sell education to the pupils in our schools, and by the interest and activity produced thereby have classes populated not by pupils but by students.

New Books of Value to Teachers

Saint Thomas Aquinas Explains Our Lady's Feast

By Rev. E. C. McEniry, O.P. Cloth, \$1. Long's College Book Co., Columbus 1, Ohio.

This is the latest book by an author who recently was elected to the Gallery of Living Catholic Authors and who received the papal blessing for his book, *Saint Thomas Aquinas Meditations for Every Day*.

American Catholic Convert Authors

By Brother David, C.S.C. Cloth, 259 pp. \$2.75. Walter Romig & Co. 1944

This biography, as the author calls it, is a comprehensive list of American Catholic convert authors. It includes 260 of them, giving for each, the name and any pseudonyms, a very brief biography, and any significant data about his or her conversion. Even if you are exceptionally well informed in this field you will, no doubt, find herein interesting and valuable information which is new to you. Your library needs such a comprehensive work.

Fundamental Algebra (Second Book)

By Joseph A. Nyberg. Cloth, 411 pp., illustrated. \$1.60. American Book Co., New York 16, N. Y.

This second course in algebra is planned for a full year or one semester. The first 149 pages are largely a review of the first book with extensions. Many tests are given as self-diagnosis for the pupils and answers are supplied. A feature that will appeal to pupils and teachers is the arrangement of each explanation on a single page with accompanying exercises on the same page or on the right-hand page following. Attention is given to graphs of linear and quadratic equations, fractional exponents, progressions, logarithms, etc. Many of the problems deal with the application of mathematics to science and industry.

English Five

By Stoddard, Bailey, and Lewis. Cloth, 360 pp., illustrated. \$1.36. American Book Co., New York 16, N. Y.

This is apparently the seventh-grade book of a series of textbooks in oral and written composition, in all its phases. The book includes a complete course in functional grammar with principles developed, explained, and illustrated by examples. Carefully prepared illustrated textbook-workbooks parallel the series. Although keyed to lessons in the text, they are complete in themselves and may be used with or without any regular textbook.

Plane and Spherical Trigonometry

By F. Eugene Seymour and Paul James Smith. Cloth, 280 pp. \$1.80. The Macmillan Company, New York 11, N. Y.

This comprehensive textbook for fourth-year high school or junior college emphasizes the use of trigonometric principles as found in the new applications of aeronautics, navigation, sheet metal, etc.

The Little Book of Colors

By Helen Dean Fish and Catharine Smith. \$1. J. B. Lippincott Company, Philadelphia, Pa.

This book is charmingly designed to teach very small children the six rainbow colors.

Household Mechanics

By Earl L. Bedell and Ernest G. Gardner. Cloth, 241 pp., 8 3/4 by 11 1/2 in., illustrated. \$2. International Textbook Co., Scranton 9, Pa.

This is a new, enlarged edition of a useful textbook for the junior high school. It contains 148 jobs and 642 illustrations. Many of the new illustrations portray the present trend of offering industrial-arts courses to both boys and girls. The ten chapters deal with woodworking, metalworking, painting and finishing, care of electrical appliances, water supply, care of doors and windows, use of concrete and plaster, use of rope and twine, and setting up a home workshop.

Thin Veils

By Elizabeth Pinney Hunt. Cloth, 32 pp. \$1. Bruce Humphries, Boston, Mass.

A book containing 21 poems.

Modern Biography (3rd edition)

Edited by Marietta A. Hyde. Revised by Zuleime Garrett. Cloth, 348 pp. \$1.32. Harcourt, Brace & Co., New York 17, N. Y.

This is a collection of biographical material from widely varied sources with an introductory chapter on the reading of biography. It is intended to be used as a high-school textbook.

Fashion Is Our Business

By Beryl Williams. Cloth, 205 pp., illustrated. \$2. J. B. Lippincott Co., Philadelphia 5, Pa.

This career book consists of descriptive biographies of 12 outstanding designers of women's clothing. The purpose is to give high-school girls an idea of how designers carry on their profession.

Francis Thompson: In His Paths

By Rev. Terence L. Connolly, S.J. Cloth, 215 pp. \$2.75. The Bruce Publishing Co., Milwaukee 1, Wis.

The author is the foremost authority on Francis Thompson in the United States. He is chairman of the department of English at the graduate school of Boston College and curator of the Thompson collection. He is the author of an annotated edition of the poet's works.

Francis Thompson: In His Paths is Father Connolly's account of his visits to persons and places associated with the great poet. The persons include Wilfrid Meynell, the benefactor who rescued the poet from the slums of London; the Franciscan monks at whose monastery Francis Thompson lived for a number of years; and Mother Austin, a nun who is Thompson's own sister. The places visited are too numerous to enumerate. Quotations from the poems are placed here and there in their appropriate backgrounds. Devotees of Thompson will relish this book resplendent with the people and events of Catholic England—poets, shrines, churches, landscape, and personalities.

Adventures Wise and Otherwise

By Walker, Bartels, and Marye. Paper, 248 pp. 76 cents. Harcourt, Brace & Co., New York 17, N. Y.

This is a carefully planned textbook-workbook in composition and grammar for the first year of high school. There are 32 pages developing expression situations. These are followed by "style sheets" stating and explaining principles together with an abundance of exercises to fix the principles. The exercises are preceded and followed by tests and a key to each exercise is provided for the pupil. The teacher keeps the envelope of final tests. The book has the earmarks of a successful course.

How to Prepare the Schedule for a Secondary School

By Leo Ivok. Paper, 32 pp., illustrated. 75 cents. Graduate School of Education, Harvard University, Cambridge 38, Mass.

A scheme for taking the guesswork out of preparing a schedule of classes for a small or medium-sized school where there are many irregular students.

English in Action (Fourth Edition)

By J. C. Tressler. Four books. Cloth, illustrated. \$1.28 to \$1.36. D. C. Heath & Co., Boston 16, Mass.

The *English in Action* series makes the most of opportunities for oral and written expression to be found in the daily life of the pupils in and out of school. Pronunciation and enunciation receive their just share of attention. Common forms of composition and general principles are treated in each book. There are chapters on speech and story writing in Course II; choosing a vocation is given a chapter in Course III; personality, the magazine article, and poetry are among the subjects in Course IV. The Handbook of Grammar and Usage is a feature of each book. The four books, with necessary repetitions, present a complete course in functional grammar. Definite rules are printed in boldface type. The rules are explained with examples and often illustrated

with a cartoon. Diagramming has been added because the author's experience and reports from teachers indicate its usefulness.

Bibliography of School Buildings, Grounds, and Equipment

By Henry Lester Smith and Harold E. Moore. Paper, 80 pp. 50 cents. Bureau of Cooperative Research and Field Service, University of Indiana, Bloomington, Ind.

A complete listing of articles, pamphlets, and books from October, 1934, to January, 1936. It is hoped that the compilers will have the opportunity to carry forward their most valuable work to include materials published in the past ten years.

What Is Vocational Education?

By George H. Fern. Cloth, 166 pp., illustrated. The American Technical Society, Chicago, Ill.

A discussion of the meaning, the content, the methods, and the place of vocational education. "General education and vocational education," says the author, "must remain inseparable if this nation is to continue to have one system of free public education."

Consumer Economic Problems (Third Edition)

By Shields & Wilson. Cloth, 768 pp., illustrated. South-Western Publishing Co., Cincinnati 2, Ohio.

The knowledge needed in order to buy what one needs economically is a department of economics that is being presented as a separate course in modern high schools. Besides treating of general principles, this book devotes about 100 pages to making specific purchases. Then there are chapters on banks and credit, personal finance, insurance, buying or renting a home, and general economic problems of consumers.

The Librarian and the Teacher of Home Economics

By Frances Henne & Margaret Pritchard. Paper, 72 pp. 75 cents. American Library Association, Chicago, Ill.

An account of co-operation at the University of Chicago High School. The home-economics students decorate and remodel the library. The purposes of home economics. Books for home economics.

A Practical Reader for Adults (Bk. II)

By Josephine D. Mason & Gertrude E. O'Brien. Cloth, 166 pp., illustrated. D. C. Heath & Co., Boston 16, Mass.

This is a revised edition of a second book for illiterate adults. It consists of reading lessons about savings accounts, vacation trips, etc., with exercises in comprehension. The authors recommend the book also for slow readers, age 12-16.

At West Point

A French reader and review of grammar. By Major Charles F. Martin and Major George M. Russell. Cloth, 334 pp. \$1.80. D. C. Heath & Company, Boston, Mass.

This revised edition of a widely used book brings up to date the picture of cadet life at the Military Academy, and includes a new review of the principles of French grammar.

The American Singer

By John W. Beattie, Josephine Wolverton, Grace V. Wilson, and Howard Hinga. Book II. Cloth, 190 pp. American Book Company, New York, N. Y.

If school is a happy experience to children, it is because play and music make it so. The present colorful second music reader brings together five American music selections, with a sprinkling of South American and European children's folk tunes.

Teachers' Guide to Religious Education

Servants of God (Grade 4) and *Jesus and the Kingdom* (Grade 6), paper, each \$1. Bruce Humphries, Boston 16, Mass.

These are two of the series prepared for the schools in Great Britain and revised for use in the public schools of the Province of Ontario in Canada.

(Continued on page 21A)

Catholic Education News

PERSONAL NEWS ITEMS

N.C.W.C. Official

REV. PAUL F. TANNER, of the Archdiocese of Milwaukee, is now assistant general secretary of the National Catholic Welfare Conference. For the past three years, Father Tanner has been director of the youth department of the N.C.W.C. As assistant general secretary, he succeeds VERY REV. MSGR. HOWARD J. CARROLL who is now the general secretary. For the past two years, Father Tanner, in addition to directing the youth department, has been the editor of *Catholic Action*, the official organ of the N.C.W.C.

Dr. Fitzgerald Promoted

DR. JAMES A. FITZGERALD, of the department of education at Fordham University, has been promoted to the rank of professor of education. He came to Fordham in 1939 from Loyola University in Chicago.

At Fordham, Dr. Fitzgerald has been adviser for the degree of master of science in education and in elementary education. He has done considerable research in language arts and reading. As a result of his research in the teaching of spelling, he compiled the *Learning Words* series of elementary textbooks and workbooks in spelling, published by The Bruce Publishing Company of Milwaukee.

Wins Scholarship

MARION CECILE JOSWICK, 17-year-old scientist, of St. John the Evangelist Parish, Brooklyn, N. Y., won one of the two \$2,400 Grand Science Scholarships in the fourth annual Science Talent Search conducted by Westinghouse. Miss Joswick has selected metallurgy as her research field.

Heads Pontifical Academy

REV. AGOSTINO GEMELLI, O.F.M., rector of the Catholic University of the Sacred Heart, Milan, Italy, has been named by Pope Pius XII president of the Pontifical Academy of Science.

Research Study

REV. THOMAS BORGMEIER, a Franciscan priest and an entomologist, has arrived from Rio de Janeiro for three months' study and research in the United States. Father Borgmeier, an authority on New World insects, will visit museums and universities and confer with scientists. He hopes to help in the organization of a Pan-American entomological society.

Visits Brazil

REV. ROBERT I. GANNON, S.J., president of Fordham University, has left for Sao Paulo, Brazil, to deliver a series of lectures at the invitation of the Institute of Brazilian Studies. Father Gannon is a director of the Pan American Society. Many South Americans are graduates of Fordham. In 1939, Father Gannon visited Venezuela at the invitation of the president of that republic.

Executive Accomplishment

VERY REV. FRANCIS E. CORKERY, S.J., for nine years president of Seattle College, has been relieved of this position. During Father Corkery's term as president, Seattle College grew from 200 students to 1500 in 1941-42, becoming the third largest college in Washington and the largest Catholic college on the Pacific Coast.

New Chancellor

VERY REV. MSGR. CLARENCE G. ISSENMAN, professor of moral theology at Mt. St. Mary Seminary, Norwood, Ohio, has become chancellor of the Archdiocese of Cincinnati, succeeding VERY REV. MSGR. JOHN K. MUSSIO, who has been named first bishop of the Diocese of Steubenville.

New Vice-President

REV. WENCESLAUS FILIPOWICZ is the new vice-president and dean of St. Mary's College, Orchard Lake, Mich.

New Dean

REV. STEPHEN F. MCNAMEE, S.J., is the new dean of Georgetown University, Washington, D. C.

Studies Birds

SISTER ESTELLE, O.S.B., of the department of biology at the College of St. Benedict, St. Joseph, Minn., read a paper on observations of the

numerous birds on the campus of St. Benedict's. The paper was read at the meeting of the Minnesota Academy of Science, at Hamline University, St. Paul, April 21.

Cause of Beatification

The cause of beatification of VENERABLE MOTHER MARY OF THE INCARNATION, foundress of the Ursulines in Quebec, is far advanced. Mere Marie was born in Tours, France. She entered the Ursulines in 1631. She was the first Sister to teach in North America. She died April 30, 1672.

Research in Mexico

REV. LAMBERT DEHNER, O.S.B., of St. Benedict's Abbey, Atchison, Kans., will assist REV. ANTHONY REILMAN, O.S.B., in research work in Mexico City. He replaces REV. BERTRAND EASTERDAY, O.S.B., who died shortly after his arrival in Mexico.

Adult Education

VERY REV. PHILIPPE CARNELLIER, O.M.I., rector of the University of Ottawa, has been appointed a member of the Adult Education Board to act in conjunction with all universities and voluntary agencies in Ontario.

Appointed to Pontifical Commission

MOST REV. ALOISIUS J. MUENCH, bishop of Fargo, has been appointed a member of the Pontifical Commission for the Sacred Sciences at the Catholic University of America, to succeed the late Bishop John A. Duffy, of Buffalo.

Director of Youth Department

REV. CHARLES BERMINGHAM, of the Diocese of Brooklyn, is the new director of the youth department of the N.C.W.C.

New Rector

REV. CARROLL O'SULLIVAN, S.J., is the new rector of the University of San Francisco, succeeding REV. WILLIAM J. DUNNE, S.J., who has held the position since 1938. Father Dunne continues, however, to be president of the university.

Ad Multos Annos

VERY REV. THOMAS PLASSMANN, O.F.M., has completed 25 years as president of St. Bonaventure College and Seminary, Allegany, N. Y. He joined the Franciscans in 1898 and was ordained in 1906, and received his Ph.D. from the Catholic University in 1907, his doctorate in sacred theology from Appollinaris College in Rome in 1909, and studied at the Universities of Bonn and Louvain.

THE HOSPITAL SISTERS OF ST. FRANCIS, with headquarters at Springfield, Ill., have issued a beautiful, illustrated booklet commemorating the centenary of their order, founded at Muenster, Germany, in 1844. Thirty years after their foundation, they sent a band of Sisters who founded the American province in Illinois.

BROTHER BRENDAN CHARLES, F.S.C., at Christian Brothers College, St. Louis, Mo., celebrated

his sixtieth anniversary in religion in April. He was born in St. Louis in 1864, and became a Christian Brother in 1885, the first recruit of the Brothers from St. Louis.

BROTHER WHELAN, of St. Michael's High School, Montreal, Que., a former provincial of the Presentation Brothers, recently celebrated his golden jubilee in religion. He has taught thousands of students in Ireland, England, and Canada.

SISTER M. VALENTINE, S.N.D., observed her diamond jubilee at Notre Dame Academy, Toledo, Ohio, March 7. She entered the Congregation of Notre Dame at Oldenburg in 1882, and was sent soon after to America because of Kulturkampf activities.

Three Sisters of Mercy observed their golden jubilee, April 15, at Pittsburgh, Pa. They are SISTER CLEMENTINA BECHER and SISTER VALERIA SULLIVAN, of Mercy Hospital, and SISTER CLETA DRUMM of St. Xavier's Academy.

THE SISTERS OF THE HOLY NAMES are celebrating the centenary of their founding. In Tampa, Fla., where they have two academies, the occasion was observed with a solemn high Mass at Sacred Heart Church, March 11. The Sisters of the Holy Names came to Tampa in 1881.

Requiescant in Pace

MR. WAYNE N. LAIDLAW, one of the founders, for many years president, and later chairman of the board of directors of Laidlaw Brothers, educational publishers at Chicago, died, March 15, at Sarasota, Fla.

SISTER MARION BEESE of the Franciscan Sisters of the Sacred Heart, died, March 12, at St. Joseph's Hospital, Joliet, Ill., where she had been doing clerical work in the clinical laboratory. She was formerly a teacher at Avilla, Ind., Springfield, Ill., and Freeport, Ill.

MOTHER M. EMILIANA HENNESSY, of the Sisters of St. Francis, Mt. Hope, N. Y., died, February 27. She was born in 1878, and entered religion in 1899. For the past 24 years she has been Reverend Mother or Assistant Mother in the governing council of her community.

SISTER ST. CATHERINE BEAVERS, a prominent member of the Sisters of St. Joseph of Orange, and former provincial of the western province, died recently at Mt. St. Mary's College, in Los Angeles. Sister St. Catherine was in charge of much of the building of schools in her community.

DR. CHARLES M. HERLIHY, president of the State Teachers College at Fitchburg, Mass., died recently. He was a brother of Rev. Thomas M. Herlihy, S.J., pastor of St. Ignatius Church, Chestnut Hill, Boston.

REV. PATRICK J. CORMICAN, S.J., of St. Anne's Church, Buffalo, N. Y., died recently in his eighty-seventh year. He was a Jesuit for nearly 65 years. In his latter years he had been writing poetry for Catholic magazines.

BROTHER FREDERICK J. JUNKER, S.M., died recently in St. Louis, Mo., at the age of 50. He was buried, March 27, from Maryhurst Normal, Kirkwood, Mo. Brother Frederick was born at Dubuque, Iowa. He taught at schools of the Brothers of Mary in Chicago; St. Boniface, Canada; Peoria, Ill.; and St. Louis, Mo. He was dean and registrar at St. Mary's University, San Antonio, Tex., for six years, and his last was at Loyola University, Chicago, Ill.

FRANCIS CARLIN, noted Catholic poet, died, March 11, in New York City, at the age of 63.

REV. FRANCIS P. HAVEX, S.S., died at Baltimore, March 13, at the age of 81. A priest of the Diocese of Hartford, he joined the Society of St. Sulpice, after his ordination. He held many important positions in his order and was known nationally as a retreat master.

SISTER ST. ANGELA ABRAIR, O.S.U., died at Toledo, Ohio, at the age of 89. Aside from three years at the St. Labre Mission to the Crow Indians, she spent most of her life teaching in the parish schools of Toledo.

(Continued on page 14A)



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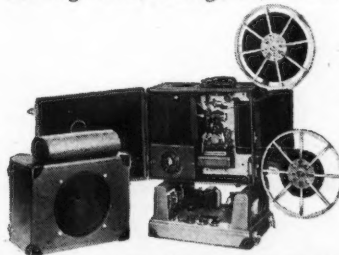
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Catholic Education News

(Continued from page 173)

☐ **REV. JOHN S. KEATING, S.J.**, librarian at Boston College, has died. He taught at Boston College for 25 years and became librarian in 1935.

☐ **DR. HERBERT WRIGHT**, professor of international law and head of the department of politics at the Catholic University of America, died, April 12, at the age of 53. He had been a member of the faculty at the university since 1930, and was known internationally as an educator and writer. He was an outstanding worker in the cause of world peace.

☐ **REV. WILLIAM H. WALSH, S.J.**, second oldest

Jesuit in the United States, died, April 8, at Poughkeepsie, N. Y. He would have been 90 years old on July 1. He joined the Society of Jesus in 1875, was ordained in 1890, and made his final vows in 1893. In 1884, he founded the Boy Jesus movement in the United States.

☐ **SISTER M. BORGIA DAVIS, S.S.J.**, has died, at Lemay, Mo., after 50 years in the service of the deaf. She was born in St. Louis, 74 years ago.

☐ **SISTER M. HENRICA STEMPEL, S.S.N.D.**, died April 25, at Notre Dame Convent in Milwaukee, Wis., at the age of 85. She had spent 69 years in religion. Her nephew, Rev. Thomas J. Stempel, S.J., president of Campion High School, Prairie du Chien, Wis., celebrated the requiem Mass.

☐ **SISTER MARIE VERONICA BURKE, S.S.J.**, died

at St. John's Hospital, Long Island, N. Y., April 7, after 51 years of teaching in the Diocese of Brooklyn.

☐ **SISTER M. MAGDALEN CLINE**, a Sister of Mercy at Mt. St. Mary's Academy, Little Rock, Ark., died April 10. A native of Little Rock, she had been a Sister for 48 years.

☐ **MOTHER M. MARGARET HASKEN**, assistant mother general and former superior general of the Sisters of the Third Franciscan Order, MC, died at Duns Scotus House of Studies, Washington, D. C., April 6, after 60 years in religion. She was a native of Louisville, Ky. As superior general, she founded a number of missions including a house in Rome, Italy, and the Duns Scotus House of Studies in Washington, D. C.

SIGNIFICANT BITS OF NEWS

Champions Interracial Justice

Delegates of the National Federation of Catholic College Students, meeting at Manhattanville College of the Sacred Heart, New York City, under the auspices of the National Commission on Interracial Justice, pledged all-out co-operation toward the admission of qualified Negro students to all Catholic colleges.

A Film Library

The Council of Catholic School Co-operative Clubs, of the Archdiocese of New Orleans, maintains an up-to-date educational film library service for parochial schools of the archdiocese.

Luzon Academy to Reopen

The Missionary Benedictine Sisters have regained possession of Assumption Academy at San Fernando, Pampanga, Luzon, P. I. The building has for three years been used as a Japanese military hospital. A provincial motherhouse of these Sisters is at Norfolk, Neb.

Sodality Summer Schools

The usual Sodality Summer Schools of Catholic Action will be held this summer in New York, Chicago, and Montreal. Owing to restrictions on travel, meetings in other cities have been canceled. The session in New York will be held, Aug. 20-25; in Chicago, Aug. 27-Sept. 1; in Montreal, June 25-30.

Gregorian Institute

The Gregorian Institute of America, with headquarters at the Providence Exchange Building, Toledo, Ohio, has a staff of 16 priests and laymen, headed by Dr. Clifford A. Bennett, who conducts the Catholic Chormasters Correspondence Course and summer schools for choir directors and teachers.

Catholic Schools Reopen

In Stolberg in American-occupied Germany, a Catholic kindergarten is the first school for which preparations have been completed. Catholic schools suppressed by the Nazis are being reopened.

Physical Therapists

Since there is an acute shortage of physical therapists, the National Foundation for Infantile Paralysis has appropriated \$1,267,600 for the training of these vitally needed specialists.

A physical therapist is a technician who uses physical agents such as heat, electricity, light, exercise, rest, muscle training, etc., in the cure of disease. Entrance into an approved school of physical therapy requires graduation as a nurse or physical educator, or two years of college training.

Application for scholarships in physical therapy should be made to the National Foundation or to the American Physiotherapy Association, 1790 Broadway, New York 19, N. Y.

Honor to Mother Seton

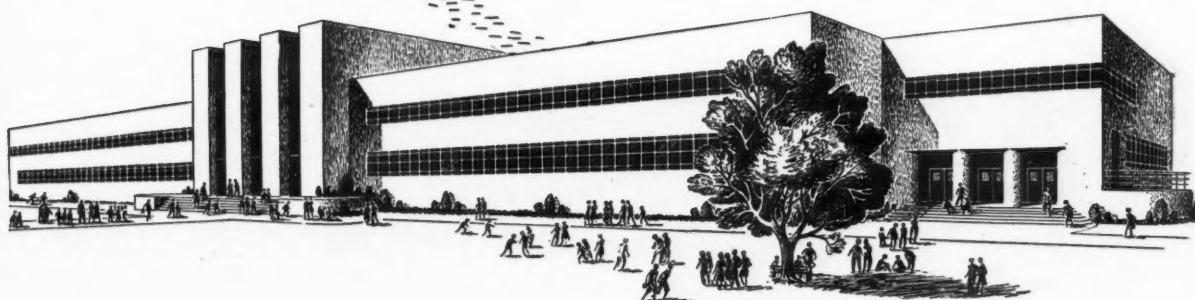
The one hundred and fortieth anniversary of the conversion of Elizabeth Ann Bayley Seton was observed recently in St. Peter's Church, New York City, the church in which she was baptized, March 14, 1805. After her conversion, Mother Seton founded, in the United States, the Daughters of Charity of St. Vincent de Paul. The cause of her beatification is being promoted.

Dominican Nuns Meet

Fifty-five mothers general and other represent-

(Continued on page 16A)

Modern Schools USE RCA *Teaching Aids*



RCA Sound Systems provide simple and efficient means for instant distribution of radio programs, recordings, lectures and emergency announcements to any or all rooms of your school—*Sound Amplification* in auditorium, lunchroom, assembly hall, gym or playground brings entertainment and instruction to larger audiences—*Intercommunication Facilities* place the school administrator, staff and faculty members in instant touch with each other.

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Catholic Education News

(Continued from page 14A)

atives of 26 of the 31 Third Order communities of Dominican Nuns in the United States attended a 5-day conference at Mt.-St.-Mary-on-the-Hudson, Newburgh, N. Y. Most Rev. Francis J. Spellman, archbishop of New York, celebrated pontifical Mass. The sermon on Dominican ideals was preached by Very Rev. Matthew L. Haegen, O.P. The mothers general came from California, Washington, Texas, Louisiana, Wisconsin, Kansas, Michigan, Illinois, Ohio, Kentucky, Massachusetts, New Jersey, New York, and Havana. Mother M. de Lourdes of Newburgh was elected president.

Need for Seminary

The Diocese of Lafayette (Louisiana) has a

larger Catholic population than any other diocese in the United States and proportionately has fewer priests than there are in the foreign mission field, said Most Rev. Jules B. Jeanmard, bishop of Lafayette, in inaugurating a movement to erect a minor seminary.

Polish-Relief Workers

Thirty-three students of the Loyola University (Chicago) school of social work have been awarded certificates of the Bishop's Committee for Polish Relief, to work in Poland after the war.

Goals for Education

Speaking during the Religious-Emphasis Week at the University of New Hampshire, Very Rev. William J. Murphy, S.J., president of Boston College, said: "Both the scientific method and the teaching of citizenship are too narrow. The only way unity can be brought about is by re-

introducing liberal education, centering around the philosophy of religion.

Religious Book Week List

The National Conference of Christians and Jews has prepared a catalog of 200 books recommended for reading in connection with Religious Book Week, May 6-13. Fifty of these books are by Catholic authors, including *Seven Pillars of Peace* by Msgr. Fulton J. Sheen and *Personal Mental Hygiene* by Rev. Dr. Thomas Verner Moore, O.S.B.

Liturgical Arts Officers

The Liturgical Arts Society, at its fifteenth annual meeting in New York City, elected the following officers: Hildreth Meiere, president; Leopold Arnaud, vice-president; Maurice Lavanoux, secretary; Rev. John LaFarge, S.J., chaplain; Max H. Foley, treasurer; and John M. Dooley, assistant secretary. Directors are: Rev. John P. Monaghan; Dom Gregory Borgstedt, O.S.B.; Harry Lorin Binns; Otto L. Spaeth; and Barry Byrne.

Jubilee of Novitiate

The New Orleans-Santa Fe Province of the Christian Brothers are celebrating the twenty-fifth anniversary of their novitiate at Lafayette, La.

SCHOOL NEWS

Typewriting Contests

The National Catholic High School Typists Association, with headquarters at St. Joseph's College and Military Academy, Hays, Kans., sponsored its thirteenth annual contest on March 8. Sixty-seven Catholic high schools in 28 states, with 2806 contestants participated.

The following schools won trophies in one or more classes: Mt. St. Scholastica Academy, Atchison, Kans.; St. Francis Xavier High School, Alexandria, La.; St. Joseph's High School, Yoakum, Tex.; St. Pius Commercial High School, New York, N. Y.; St. Ann's High School, Chicago, Ill.; St. Mary's Parochial School, San Antonio, Tex.; Girls' Catholic High School, Hays, Kans.; St. John's Academy, Wichita, Kans.; Ursuline Academy of the Sacred Heart, Cleveland, Ohio; Catholic Central High School, Hammond, Ind.; and St. Cecilia's Academy, Washington, D. C.

International Reading List

School Lore, the monthly bulletin issued by the office of the superintendent of schools of the Archdiocese of Philadelphia, calls attention to the revised reading list for the schools of the Archdiocese. The revised general reading list will include the folklore and mythology of various countries, biographies of men who have achieved world renown, and interesting fiction that will combine historical events, background, and national customs with a good story. The object of such reading is to encourage children of foreign extraction to take pride in their national background and to add to the cultural background of all children; and also to stress the Catholic ideals among various nationalities.

New School Library

Holy Rosary School, North Scranton, Pa., recently opened a new, well-furnished library for the elementary school. This new library is an example of what Rev. John J. Maher, diocesan superintendent of schools, is urging upon every elementary school. The high school at Holy Rosary Parish has had a successful library for many years, and now the elementary school has its own library where students can "look up" references and get books for outside reading. Pupils will be trained as assistant librarians.

Study of Florida

The Dominican Sisters from Adrian, Mich., at Barry College, Miami, Fla., have prepared units of study on the history and geography of Florida for use in their many schools in that state.

American & English Broadcast

On Sunday night, April 22, the Junior Town Meeting of the Air, a well-known program of Station WSAI, Cincinnati, Ohio, presented its first trans-Atlantic broadcast. The American participants were two students selected from the 36 public and private schools which co-operate

(Continued on page 18A)



* A FOOTNOTE ON FLOORS

Footnotes in books often contain important information. And those in charge of cleaning know that floors are important things to consider — since they are subjected to continual wear.

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Catholic Education News

(Continued from page 16A)

in the weekly broadcasts. The students were Vivian Max, age 15, a sophomore at Walnut Hills High School, Cincinnati; and Don Kern, 17, a senior at Purcell High School, a Catholic diocesan school. The subject was Postwar Education. Both Cincinnati students favored an international office of education to foster the idea of world fellowship and to eliminate prejudices. Two 16-year-old students, Rosemary Blake and Leonard Joy, speaking from the British Broadcasting Corporation studios in London, favored the proposal.

Annual Music Festival

The sixth annual music festival of the Catholic Music Educators Association was held Sunday afternoon, April 29, at Orchestra Hall, Chicago, Ill. The program included sacred and secular music by band, orchestra, and choral groups from Catholic high schools in the Archdiocese of Chicago. Sister M. Jerellen, B.V.M., is president of the association.

Sodality Activities

Sodality headquarters urges sodalists to observe the First Five Saturdays, during the summer, and to encourage others to practice devotion to Our Lady of Fatima; to receive Holy Communion on Corpus Christi, May 31, "in thanksgiving for all the blessings that have come to you individually and collectively through your participation in Sodality activities"; to establish Rosary clubs, and pray to Our Lady Help of Christians for a speedy termination of the war.

To Teach in Chile

The Brothers of the Sacred Heart, of Quebec, have accepted the invitation of Most Rev. José Maria Caro, archbishop of Santiago, to take over the Ruiz Tagle School at Santiago.

Record in Speech Department

The speech department of the Sacred Heart College High School, San Francisco, conducted

by the Brothers of the Christian Schools, has achieved a remarkable record. This school had the leading chapter of the National Forensic League for the states of California and Arizona for more than two years. On December 3 and on April 13 and 14, this year, Sacred Heart School was host to speech tournaments for public and Catholic high schools in California. More than 200 students and nearly 75 debate teams competed.

COLLEGES AND UNIVERSITIES

New Buildings Planned

Authorities of Gonzaga University, Spokane, Wash., when negotiating for the purchase of a public school building, announced postwar plans for a large engineering building.

War Courses

St. Joseph's College, Philadelphia, in response to public demand, is repeating courses in radio and electronics offered free to workers in war industries. The courses are sponsored by the U. S. Office of Education.

Pre-Induction Retreats

Fordham University was host to 50 boys from public high schools for a three-day closed retreat during Holy Week. Rev. Raymond J. H. Kennedy, S.J., was retreatmaster. Similar retreats will follow. More than 500 boys have attended the open week-end retreats conducted by Rev. Phillip A. Carey, S.J., director of the Xavier Labor School, at Xavier High School, Manhattan.

New Buildings Planned

Loyola University, Chicago, has planned a group of new buildings for its medical and dental schools for postwar construction. They will cost about \$1,500,000.

Electricians Go to College

During the closing days of 1944, at Marquette University, Milwaukee, 80 electricians received diplomas from the school of engineering, following a six weeks' intensive course sponsored by the International Brotherhood of Electrical Workers. The men, averaging about 40 years in age,

were granted leaves of absence by their employers throughout the nation. The International Brotherhood paid the tuition and cost of books and supplies and the local unions paid either the men's salaries or living expenses. On January 8, another group of 80 men began a similar course at Marquette.

For a New Science Building

St. Mary's University, San Antonio, Tex., is conducting a public campaign for \$300,000 to build a new science building to relieve greatly overcrowded conditions and to centralize the department of science which is scattered in several buildings. St. Mary's University is conducted by the Society of Mary. Very Rev. Walter F. Golatka, S.M., is the president. The present value of the University property is between \$1,500,000 and \$2,000,000; all but a small sum of which has been invested by the Society of Mary since pioneer days.

Inter-Racial Relations

At the College of St. Elizabeth, Convent Station, N. J., the student council has organized permanent student-discussion groups on inter-racial justice as a local race-relations commission of the National Federation of Catholic College Students. The students also teach catechism to colored children and assist in other social work.

Georgetown Building Plans

Georgetown University, Washington, D. C., has begun work on a \$1,650,000 hospital. Other buildings are planned for postwar construction.

Curriculum Experiment

In an experiment with curriculum reorganization, Chestnut Hill College, Philadelphia, has inaugurated, for 1945-46, a divisional course in the humanities, consisting of weekly seminars, with a monthly general discussion. The course is open only to juniors and seniors.

St. Francis Xavier University

Postwar building plans for St. Francis Xavier University, Antigonish, N. S., include a students'

(Concluded on page 22A)

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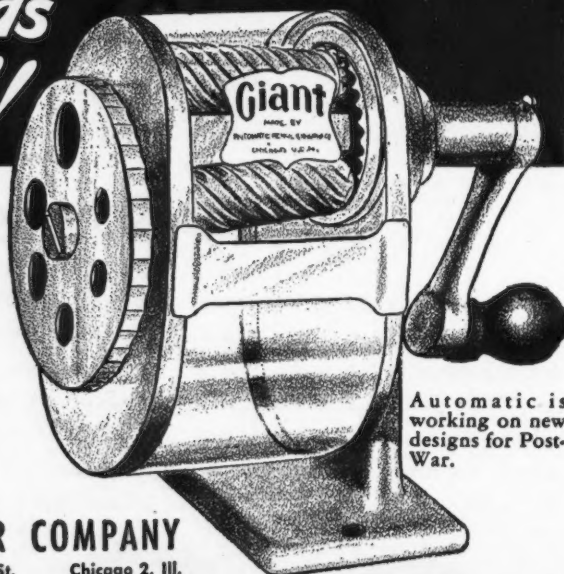
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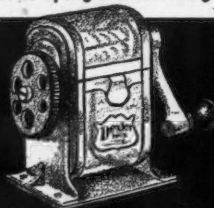
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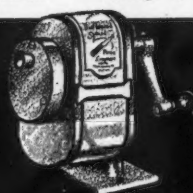
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New Books

(Continued from page 172)

An Index to Professional Literature on Reading and Related Topics

By Betts & Betts. Paper, 137 pp. \$1.50. American Book Co., New York 16, N. Y.

Here are listed 8278 articles on the many problems of reading, published to January, 1943. A topical index provides quick reference to lists on any special topic, such as word deafness or reading readiness.

Dogs and How to Draw Them

By Amy Hogeboom. Cloth, 39 pp., illustrated. \$1. The Vanguard Press, New York 17, N. Y.

That You May Live

By L. F. Cervantes, S.J. Cloth, 176 pp. \$2. Catechetical Guild Press, 128 E. Tenth St., St. Paul 1, Minn.

This is a successful attempt to explain the doctrine of the Mystical Body of Christ in modern language. A chapter of the book entitled "St. Paul and the Moderns," printed in the *Catholic Digest* before the appearance of the book, became the basis of a dramatic project and of radio talks.

Meet the Soviet Russians

By Ames, Anderson, Johns, and others. 96 pp., with a map. 75 cents. Graduate School of Education, Harvard University, Cambridge 38, Mass.

A booklet including the geography, the peoples, the history, etc., of Russia. There is also an annotated bibliography, a list of teaching materials, and a directory of sources of teaching aids.

Song Out of Sorrow

By Felix Doherty. Cloth, 97 pp. \$1.50. Bruce Humphries, Boston, Mass.

A biographical play on Francis Thompson.

Plays Without Footlights

By Esther E. Galbraith. Cloth, 374 pp. \$1.40. Harcourt, Brace & Co., New York 17, N. Y.

Between Ourselves

By Aloysius Roche. Cloth, 183 pp. \$2. Longmans, Green & Company, New York, N. Y.

The wide variety of topics on modern life and thought are fully familiar to the educated Catholic but Father Roche's discussion has many new approaches, apt turns of arguments, and unfamiliar allusions to European literature of the past five decades. The quiet humor and the sly sarcasm which creeps into some of the lighter essays contribute much to make the book enjoyable and useful for laymen.

Catholic Writer Yearbook, 1945

By Edoardo Marolla. Price, \$1. Published by Editor Marolla at Pence, Wis.

This comprehensive directory brings up to date the available information on the Catholic writers' periodical market.

Technique of the Catholic Action Cell

By Rev. Stephen Andere and Sister M. Ruth. Paper, 126 pp. 35 cents. St. Rose Convent, La-Crosse, Wis.

This is in reality a complete handbook for education in and practical actualization of official Catholic action through the "cell" type of organization. While the text is addressed to leaders of youth groups, the work can be used effectively with adult parish groups. In its limited field of charity, the St. Vincent de Paul society is the only group that has grasped the effectiveness of the cell plan of work and of utilizing a few of the cell techniques of a basic program, discussion, committee and individual action, and report—all on a continuous basis. The cell plan and techniques deserve much wider investigation and experimental application to the social, economic, and community aspects of Catholic action.

A Dynamic World Order

By Rt. Rev. Msgr. Donald A. MacLean. Cloth, 347 pp. \$2.50. The Bruce Publishing Co., Milwaukee 1, Wis.

The author, who is associate professor of social, political, and international ethics at the Catholic University of America, presents here a "blueprint" of plans for the reconstruction of

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the world according to basic principles of Christian ethics. Msgr. MacLean's plans include, basically, genuine League of Nations and a juridical organization endowed with every needed sanction.

Thoughtful people will find here a clarifying discussion of the various impediments to a Christian world order—such as inordinate nationalism, racism, racial and religious intolerance, overpopulation of some regions, and economic rivalry—and the Christian answer to these evils.

The discussions, although of modest length, supply, as the editor says "a complete and authoritative work on the supreme problem of our day, the establishment of peace and justice in the world."

(Concluded on page 25A)

LITTLE, BROWN—D. C. HEATH

As stated in the March issue of *THE CATHOLIC SCHOOL JOURNAL*, Little, Brown & Co., has discontinued the publication of textbooks, and has sold its active textbook list to D. C. Heath & Co., educational publishers at Boston.

The news item in March was not clear in explaining the further agreement between the two firms. Hereafter, books for the general reader issued by Little, Brown & Co., or the Atlantic Monthly Press, which have textbook possibilities, may be issued in textbook editions by D. C. Heath & Co., textbooks with a possibility of interest to the general reader published by Heath may be issued in trade editions by Little, Brown & Co.

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Catholic Education News

(Concluded from page 18A)

residence, enlarged chapel, an auditorium and classroom building, and other buildings.

Tribute to Dominican

The Quebec government has granted \$50,000 to the Faculty of Social Sciences of Laval University. The provincial treasurer said that the government wished to render homage to the magnificent work of the Very Rev. Georges-Henri Levesque, O.P., dean of the faculty.

Lectures on Latin America

Loyola University, Chicago, conducted, in April, a series of six lectures on Latin American Affairs. Clarence I. Sterling, chief engineer of the U. S. Institute of Inter-American Affairs, spoke on "Our Co-operative Health Program in Latin America." Rt. Rev. Msgr. Joseph P. Morrison, rector of Holy Name Cathedral, Chicago, spoke on phases of education in Latin America. Pierre de L. Boal, American ambassador to Bolivia, discussed Inter-Americanism. Professor Philip W. Powell of Northwestern University, and Rev. Jerome V. Jacobson, S.J., of Loyola University and editor of *Mid-America* were speakers.

War Courses

Manhattan College, New York City, is offering, under the sponsorship of the U. S. Department of Education, a new series of night courses in engineering, science, and management. The war-training courses are given at convenient downtown centers.

Seminary Summer Courses

St. John's University, Collegeville, Minn., will conduct a summer session of 9 weeks, June 11-August 11, to enable divinity students to meet selective-service requirements regarding acceleration of studies. St. John's also offers short summer, preinduction courses in religion, English, mathematics, and science.

PUBLIC SCHOOL RELATIONS

A bill introduced into the state legislature of New Jersey proposes to establish Rutgers University as the state university of New Jersey and to prohibit state subsidization of church-related

colleges. At Newark, a mass meeting of protest was held by the New Jersey Committee Against Intolerance in Education. Speakers, including Rt. Rev. Msgr. James F. Kelley, president of Seton Hall College, criticized the bill's "antireligious" clause and branded it "cowardly and disguiseful."

New Supplies and Equipment

Production, Service, and Sales News for School Buyers

VISUAL EDUCATION POSTGRADUATE COURSES

Two of America's leading universities, Northwestern and Leland Stanford, will have summer courses for graduate instruction in classroom use of audio-visual teaching aids. According to the announcement, both universities will present courses designed for administrators, supervisors, and grade teachers. The subjects to be covered include the proper utilization of teaching aids, organization and administration, care of equipment, selection of materials, and the production of teaching aids within the school. The courses at each university will be administered under the personal direction of Charles R. Crakes.

DeVry Corporation, 1111 W. Armitage, Chicago 14, Ill.

For brief reference use CSJ—610.

RADIO MANUFACTURERS ASSOCIATION

Working in co-operation with the United States Office of Education, a committee to establish standard specifications for all types of school sound systems has been established by the Radio

Manufacturers Association. With the use of sound systems and radio certain to increase sharply in schools after the war, the need for creating expertly devised systems to meet each type of use has long been recognized, the RMA pointed out in announcing the committee's appointment. While its beginnings before the war attracted widespread attention in educational circles, the use of radio equipment demands expert skill in planning and installation, standardized parts permitting easy maintenance, and the continued supervision by the installer to assure best results. The new committee will be guided by the statement to school administrators by the Committee on Scientific Aids to Learning: "Before ordering a sound system, be sure you know what you want to do with it and what services you expect it to perform. . . . Be sure you know how it will be serviced when something goes wrong—as it surely will, even if it is only the burning out of a tube." In addition to establishing standard specifications, providing administrators with the expert counsel necessary before installation and the skill and familiarity

(Continued on page 26A)

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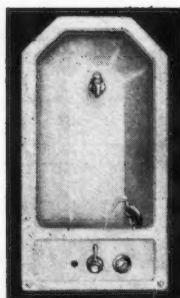
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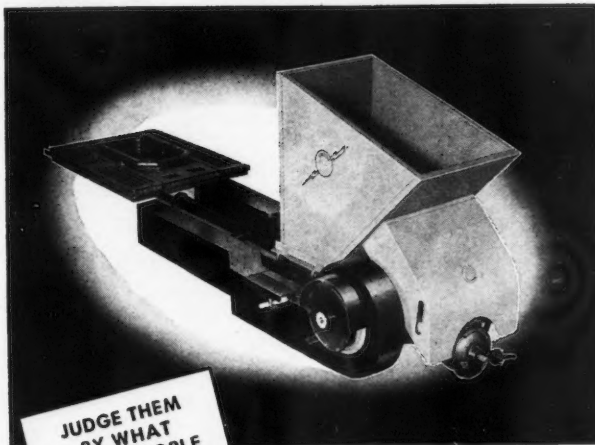
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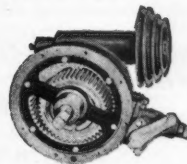


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New Books

(Concluded from page 21A)

Proceedings and Addresses of the 41st Annual Meeting of the N.C.E.A.

The August, 1944, issue of the Bulletin of the N.C.E.A., consisting of the proceedings of the meeting at Atlantic City, N. J., April 12-13, 1944, delayed by war complications, contains valuable suggestions to teachers. Some of the titles are: materials for mission education, re-organization, training for citizenship, lessons from the war-training program, inter-American relations, secondary curriculum, social sciences, religious personal guidance, educational, vocational, and preinduction guidance, need of vocations, reading readiness, radio in education, air-age geography, music, juvenile delinquency.

A Donkey for a King

By Olive Price. Illustrated by Valenti Angelo. Cloth, 73 pp. \$1.75. Whittlesey House, New York, N. Y.

In these pages young readers will find the answer to the question they are most naturally apt to ask, "What happened to the donkey who carried the King?"

Olive Price introduces us to this strange little white donkey the day he is selected to carry the King into Jerusalem. After the procession he is sold to Benjamin, a rich merchant who presents him to his lame bread boy, Joshua. The donkey's real name is Lagan but all the children who ever played with him call him Dusty.

Joshua is proud of him and he has every reason in the world to be. Dusty carried a King! From the day he becomes his new master unusual things begin to happen to Dusty but his faithfulness and loyalty prove him worthy to have carried a King.

This is a simple but very well told story with an exciting climax and attractive illustration for girls and boys seven to nine years of age.

BOUND IN PAPER

Give Us High Ideals

By Rev. J. H. Golden. Paper, 48 pp. 10 cents. J. S. Paluch Co., Chicago 14, Ill.

Series for Young Readers

Illustrated booklets published by the Pan-American Union, Washington 6, D. C. New titles are: *The Aztec People*, *Hernán Cortés*, *Simon Bolívar*, *José Gervasio Artigas*, *Five Birds of Latin America*, *The Amazon River*, *Colonial Cities of Spanish America*, *The Pan-American Sanitary Bureau*, *José Martí*, *Transportation in the Other Americas*, and ten others previously announced. Price 5 cents each. \$1 for the 20 booklets.

Teaching Guides for Home Nursing

The American Red Cross is preparing *Teaching Guides* for high school and college courses in home nursing. The *Guides* will be ready in the fall. Address: American Red Cross, Washington 13, D. C., or local centers.

Seminarian's Reading List

A revision of a well-known list. Single copy, 12 cents. St. Meinrad Seminary, St. Meinrad, Ind.

Character Formation Through Books:

A Bibliography

Compiled by Clara J. Kircher. Introduction by Dom Thomas Verner Moore, O.S.B., Ph.D., M.D. Second ed. \$1. The Catholic University of America Press, Washington 17, D. C. An annotated list of the children's books used in the application of bibliotherapy to behavior problems of childhood at the child center of the Catholic University of America.

The Spanish Speaking of the Southwest and West

Second report of the Seminar on the Spanish Speaking of the Southwest. Social-Action Department, N.C.W.C., 1312 Massachusetts Ave., N.W., Washington 5, D. C.

Bishops' Statement on International Order

Including also the 1943 Christmas Message and

the Sept. 1, 1944, War Anniversary Message of Pope Pius XII. Official English translation. The National Catholic Welfare Conference, Washington 5, D. C.

Handbook of Cumulative Records

Bulletin 1944, Number 5, Federal Security Agency, U. S. Office of Education. For sale (20 cents) by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Discusses the need and the contents of school records and presents sample records.

The Case Against Peacetime Conscription

By Very Rev. Edward V. Stanford, O.S.A., Augustinian College, Washington, D. C. This analysis was published as a special bulletin (10 cents) by the National Catholic Educational Association, 1312 Massachusetts Ave., N.W., Washington 5, D. C. In revised form it is reprinted in the *Bulletin of the N.C.E.A.* for February, 1945.

Trends in Education-Industry Co-operation

This series of bulletins will be of interest to teachers of economics and sociology and to guidance counselors. They may be obtained from the Committee on Co-operation with Education, National Association of Manufacturers, 14 W. 49th St., New York 20, N. Y.

School Lunches

A 16-page booklet containing many recipes for lunches to be prepared by the school cafeteria. Compiled in co-operation with the Kansas State Board of Health; may be obtained from the Evaporated Milk Association, 307 N. Michigan Ave., Chicago 1, Ill.

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New Supplies and
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(Continued from page 22A)

with the system after installation will be the functions of the machinery to be created by the RMA committee.

Radio Manufacturers Association, 43 East Ohio St., Chicago 11, Ill.

For brief reference use CSJ—611.

THE READER'S DIGEST TEACHING
GUIDE

Each copy of the School Edition of the *Reader's Digest* contains 16 added pages, giving special directions for self-improvement in reading and in vocabulary building, as well as directions for self-testing of speeds of reading, comprehension of reading, and retention of what has been read. The *Reader's Digest* also distributes every month to teachers who use the periodical in classrooms, copies of a 24-page booklet that includes special directions for teaching classes in grades seven to nine, and classes in high-school English and social science.

The *Reader's Digest*, 353 Fourth Avenue, New York 10, N. Y.

For brief reference use CSJ—612.

SCIENCE EDUCATION

World War II truly has been called a scientist's war. Postwar applications of these developments are almost limitless, and will provide opportunities for well-trained science students in every field. World War I brought demands for scientific work which existing laboratories could not meet. Westinghouse has prepared the *Little Science Series* booklets—short, complete introductions to various fields of science to supplant the various textbooks. Wall charts have also been developed, to meet obvious supplemental needs.

Westinghouse Editorial Service, 306 Fourth Ave., P.O. Box 1017, Pittsburgh 30, Pa.

For brief reference use CSJ—613.

BANDS AND ORCHESTRAS—POSTWAR

C. G. Conn, Ltd., have planned an intensive campaign for postwar music and issued two brochures covering the subject. "Fun and Popularity Through Music" and "Music—The Emotional Outlet for Youth." The latter beamed especially to parents. Both booklets are timely and worth study at this time by all interested in music in the schools.

C. G. Conn Ltd., Elkhart, Ind.

For brief reference use CSJ—614.

ORCHESTRAS OF NATION

Music lovers throughout the land will have the opportunity of hearing high lights of the Twentieth Anniversary of the American Composers' Festival and the Fifteenth Annual Eastman School Festival of American Music when Dr. Howard Hanson takes over the baton of NBC's "Orchestras of the Nation" series in Rochester, commencing Saturday, April 28 (NBC, 3:00 to 4:00 p.m., EWT). Dr. Hanson, founder

(Concluded on page 27A)

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New Supplies and Equipment

(Concluded from page 26A)

of the festivals and director of the Eastman School of Music at the University of Rochester, will conduct programs five consecutive Saturdays at the same hour. Four "Orchestras of the Nation" broadcasts—April 28, May 5, May 19, and May 26—will come from Rochester, featuring festival music. On Saturday, May 12, Dr. Hanson will present a special broadcast under the auspices of the NBC University of the Air, when he appears as guest conductor of the NBC Symphony Orchestra at Columbia University's American Music Festival.

CHANGES IN CHAMBERLIN PERSONNEL

In preparation for important postwar expansion, the Chamberlin Company of America, formerly the Chamberlin Metal Weather Strip Company, producers of fuel conservation products, insulation, weather strips, storm sash, calking, and other lines, with plants in Detroit, Mich., Ironton, Ohio, and Peru, Ill., has announced several major changes in executive personnel. Col. Lewis L. Bredin, formerly president of the company, has retired from the presidency and is now chairman of the board of directors. He will now devote his efforts to the broader aspects of postwar planning and policies. J. P. Glaser, formerly executive vice-president, is now president, and will be in active charge of all operations.

LATE FILM RELEASES

GUNG HO! (Universal) No. 2558. 9 reels

The selection and training of Carlson's Raiders for their epochal assault on Makin Island. Best battle scenes. Available from June 31, 1945, for approved nontheatrical audiences.

MOONLIGHT IN VERMONT (Universal) No. 2557. 6 reels

Comedy romance of dramatic school that goes rural, in order to help solve the farm-help shortage and make it possible for their Cinderella to return to school. Available from June 24, 1945, for approved nontheatrical audiences.

Bell & Howell Company, 7100 McCormick Road, Chicago 45, Ill.

For brief reference use CSJ—615.

STORY OF FATHER CUYTEN

A British Ministry of Information 16mm. sound film made from incidents in connection with the saving of the women and children of the fishermen from a Belgian port makes the interest in this film. A message was broadcast by Father Cuyten to the fishing fleet to return to port, then rushing from house to house the women and children were told to go to the harbor and board the boats as they came in, to sail for England. For three days they were attacked by the Nazis from the air.

Made also in England is a 16mm. film **SWORD OF THE SPIRIT**, running 16 minutes and presenting a stirring portrayal of British Catholicism's fight against Nazism.

British Information Services, 300 North Michigan Ave., Chicago 1, Ill.

For brief reference use CSJ—616.

BASIC PRODUCTION DIAGRAM

A 24 by 11-in. chart showing diagrammatically how the Wyandotte Chemicals Corporation, Wyandotte, Mich., manufactures the dry ice, chlorine, caustic soda, calcium chloride, soda ash, and sodium bicarbonate which it uses in the manufacture of its many chemical products, will be sent on request to science teachers. It makes an excellent bulletin board display piece.

Wyandotte Chemicals Corp., Wyandotte, Mich.
For brief reference use CSJ—617.

Guide to Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertiser or use the coupon in requesting information from a number of advertisers.

Code No.	Page No.	Code No.	Page No.
600 Adirondack Chair Company	26A	629 Gregg Publishing Company	2A
601 Allyn and Bacon	4th Cover	630 Heywood-Wakefield Co.	20A
602 Arlington Seating Company	28A	631 Hillyard Company, The	18A
603 Art Craft Theatre Equipment Co.	24A	632 International Theatrical & Television Corp.	1A
604 Automatic Pencil Sharpener Co.	20A	633 Kewaunee Mfg. Company	20A
605 Ave Maria Press	8A	634 Laidlaw Brothers	2A
606 Benziger Brothers	9A	635 Lohmann Company, E. M.	26A
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